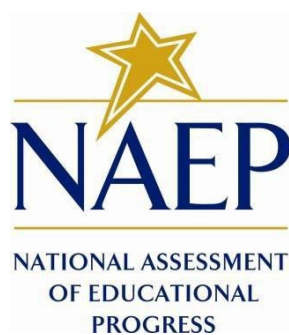


*NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL  
ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Educational Progress (NAEP)  
2022*

*Appendix J3  
2022 School Questionnaires*

*OMB# 1850-0928 v.22*



March 2021

No changes since November 2020 (1850-0928 v.21)

Appendix J3 provides a sample from 2020 (OMB# 1850-0928 v.21). Depending on the status of School Survey Questionnaires, final versions may be available for Amendment #1 by June 2021, or some combination of Amendment #1 (by June 2021) and Amendment #2 (by August 2021).

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# NAEPq School Login

## School Administrator Questionnaire Login Screen

A screenshot of the NAEPq School Login form. It includes a user ID field with the text 'User ID: Test A', a password field with a lock icon and the label 'Password:', a 'Forgot Your Password?' link, and a blue 'SIGN IN' button.

When you have finished or if you need to stop before finishing, please LOG OUT of the survey system by clicking "Exit" and CLOSE ALL browser windows or screens to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows or screens are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

### Q964 Gr 8 Reading and Math School Q | Directions

#### SCHOOL QUESTIONNAIRE

#### GRADE 8

During the 2020–2021 school year, a sample of students across the country, including some students from your school, will be given a series of questions as part of the National Assessment of Educational Progress (NAEP). As part of the assessment, NAEP will investigate the relationship between students' achievement and various school, teacher, and home factors that may influence this achievement. We are asking your school to complete this questionnaire about school factors. **This questionnaire should be completed by the principal or other head administrator.**

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

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

#### THANK YOU FOR YOUR PARTICIPATION AND COOPERATION.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0928. The time required to complete this information collection is estimated to average 40 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: *National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.*

#### OMB No. 1850-0928 APPROVAL EXPIRES 7/31/2023

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about you. Electronic submission of your information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

## **Appendix J3-1: Summary of Changes Operational Grade 4 CORE**

Previous item	2021 item	D/A/ R/NC +	Rationale
<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2019 Grade 4)</p>	<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p><b>Issue: Gender</b></p>	NC	N/A
<p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="radio"/> Pre-kindergarten</p> <p><input type="radio"/> Kindergarten</p> <p><input type="radio"/> 1st grade</p> <p><input type="radio"/> 2nd grade</p> <p><input type="radio"/> 3rd grade</p> <p><input type="radio"/> 4th grade</p> <p><input type="radio"/> 5th grade</p> <p><input type="radio"/> 6th grade</p> <p><input type="radio"/> 7th grade</p> <p><input type="radio"/> 8th grade</p> <p><input type="radio"/> 9th grade</p> <p><input type="radio"/> 10th grade</p> <p><input type="radio"/> 11th grade</p> <p><input type="radio"/> 12th grade</p> <p>(2019 Grade 4)</p>	<p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="radio"/> Pre-kindergarten</p> <p><input type="radio"/> Kindergarten</p> <p><input type="radio"/> 1st grade</p> <p><input type="radio"/> 2nd grade</p> <p><input type="radio"/> 3rd grade</p> <p><input type="radio"/> 4th grade</p> <p><input type="radio"/> 5th grade</p> <p><input type="radio"/> 6th grade</p> <p><input type="radio"/> 7th grade</p> <p><input type="radio"/> 8th grade</p> <p><input type="radio"/> 9th grade</p> <p><input type="radio"/> 10th grade</p> <p><input type="radio"/> 11th grade</p> <p><input type="radio"/> 12th grade</p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="radio"/> Elementary school</p> <p><input type="radio"/> Middle or junior high school</p> <p><input type="radio"/> Secondary school</p> <p><input type="radio"/> Regular school with a magnet program</p> <p><input type="radio"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</p> <p><input type="radio"/> Special education school: primarily serves students with disabilities</p> <p><input type="radio"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="radio"/> Private independent school</p> <p><input type="radio"/> Private religiously affiliated school</p> <p><input type="radio"/> Independent charter school</p> <p><input type="radio"/> Charter school administered by local school district</p> <p>(2019 Grade 4)</p>	<p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="radio"/> Elementary school</p> <p><input type="radio"/> Middle or junior high school</p> <p><input type="radio"/> Secondary school</p> <p><input type="radio"/> Regular school with a magnet program</p> <p><input type="radio"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</p> <p><input type="radio"/> Special education school: primarily serves students with disabilities</p> <p><input type="radio"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="radio"/> Private independent school</p> <p><input type="radio"/> Private religiously affiliated school</p> <p><input type="radio"/> Independent charter school</p> <p><input type="radio"/> Charter school administered by local school district</p> <p><b>Issue: School Climate</b></p>	NC	N/A

**2021 Operational Grade 4 Core School**

Previous item	2021 item	D/A/ R/NC +	Rationale
<p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> American Association of Christian Schools</li> <li><input type="checkbox"/> Association of Christian Schools International</li> <li><input type="checkbox"/> Christian Schools International</li> <li><input type="checkbox"/> National Association of Episcopal Schools</li> <li><input type="checkbox"/> National Association of Independent Schools</li> <li><input type="checkbox"/> National Catholic Educational Association</li> <li><input type="checkbox"/> National Society of Hebrew Day Schools</li> <li><input type="checkbox"/> The Association of Boarding Schools</li> <li><input type="checkbox"/> Not affiliated with any organization</li> </ul> <p>(2019 Grade 4)</p>	<p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> American Association of Christian Schools</li> <li><input type="checkbox"/> Association of Christian Schools International</li> <li><input type="checkbox"/> Christian Schools International</li> <li><input type="checkbox"/> National Association of Episcopal Schools</li> <li><input type="checkbox"/> National Association of Independent Schools</li> <li><input type="checkbox"/> National Catholic Educational Association</li> <li><input type="checkbox"/> National Society of Hebrew Day Schools</li> <li><input type="checkbox"/> The Association of Boarding Schools</li> <li><input type="checkbox"/> Not affiliated with any organization</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>5. What is the current enrollment in your school?</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>(2019 Grade 4)</p>	<p>5. What is the current enrollment in your school?</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0%</li> <li><input type="checkbox"/> 1-5%</li> <li><input type="checkbox"/> 6-10%</li> <li><input type="checkbox"/> 11-25%</li> <li><input type="checkbox"/> 26-50%</li> <li><input type="checkbox"/> 51-75%</li> <li><input type="checkbox"/> 76-90%</li> <li><input type="checkbox"/> Over 90%</li> </ul> <p>(2019 Grade 4)</p>	<p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0%</li> <li><input type="checkbox"/> 1-5%</li> <li><input type="checkbox"/> 6-10%</li> <li><input type="checkbox"/> 11-25%</li> <li><input type="checkbox"/> 26-50%</li> <li><input type="checkbox"/> 51-75%</li> <li><input type="checkbox"/> 76-90%</li> <li><input type="checkbox"/> Over 90%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>7. Approximately what percentage of fourth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>(2019 Grade 4)</p>	<p>7. Approximately what percentage of fourth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p><b>Issue: School Climate</b></p>	NC	N/A

## 2021 Operational Grade 4 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VIE4013</p> <p>8. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-2%</li> <li><input type="radio"/> 3-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> More than 10%</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4013</p> <p>8. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-2%</li> <li><input type="radio"/> 3-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> More than 10%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4020</p> <p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-3%</li> <li><input type="radio"/> 4-6%</li> <li><input type="radio"/> 7-10%</li> <li><input type="radio"/> 11-20%</li> <li><input type="radio"/> Over 20%</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4020</p> <p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-3%</li> <li><input type="radio"/> 4-6%</li> <li><input type="radio"/> 7-10%</li> <li><input type="radio"/> 11-20%</li> <li><input type="radio"/> Over 20%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4010</p> <p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-3%</li> <li><input type="radio"/> 4-6%</li> <li><input type="radio"/> 7-10%</li> <li><input type="radio"/> 11-20%</li> <li><input type="radio"/> Over 20%</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4010</p> <p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-3%</li> <li><input type="radio"/> 4-6%</li> <li><input type="radio"/> 7-10%</li> <li><input type="radio"/> 11-20%</li> <li><input type="radio"/> Over 20%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A

## 2021 Operational Grade 4 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VIE4012</p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0-2%</li> <li><input type="radio"/> 3-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> More than 10%</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4012</p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0-2%</li> <li><input type="radio"/> 3-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> More than 10%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4015</p> <p>12. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4015</p> <p>12. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul> <p><b>Issue: Socioeconomic Status</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4016</p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.</li> <li><input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4016</p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.</li> <li><input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).</li> </ul> <p><b>Issue: Socioeconomic Status</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4018</p> <p>14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> 11-25%</li> <li><input type="radio"/> 26-34%</li> <li><input type="radio"/> 35-50%</li> <li><input type="radio"/> 51-75%</li> <li><input type="radio"/> 76-99%</li> <li><input type="radio"/> 100%</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4018</p> <p>14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> 11-25%</li> <li><input type="radio"/> 26-34%</li> <li><input type="radio"/> 35-50%</li> <li><input type="radio"/> 51-75%</li> <li><input type="radio"/> 76-99%</li> <li><input type="radio"/> 100%</li> </ul> <p><b>Issue: Socioeconomic Status</b></p>	NC	N/A



## 2021 Operational Grade 4 Core School

Previous item	2021 item	D/A/R/NC +	Rationale																																																																																																				
<p style="text-align: right; font-size: small;">VHE4019</p> <p>15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)</p> <p> <input type="radio"/> No  <input checked="" type="radio"/> Yes, our school receives funds, which are targeted to eligible students.  <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes.                 </p> <p><b>(2019 Grade 4)</b></p>	<p style="text-align: right; font-size: small;">VHE4019</p> <p>15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)</p> <p> <input type="radio"/> No  <input checked="" type="radio"/> Yes, our school receives funds, which are targeted to eligible students.  <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes.                 </p> <p><b>Issue: Socioeconomic Status</b></p>	NC	N/A																																																																																																				
<p style="text-align: right; font-size: small;">VHE4020</p> <p>16. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Gifted and talented program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-x-small;">VHE41902</td> </tr> <tr> <td>c. English-as-a-second-language (not in a bilingual education program)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-x-small;">VHE41904</td> </tr> <tr> <td>d. Special education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-x-small;">VHE41905</td> </tr> </tbody> </table> <p><b>(2019 Grade 4)</b></p>		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%		a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41901	b. Gifted and talented program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41902	c. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41904	d. Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41905	<p style="text-align: right; font-size: small;">VHE4020</p> <p>16. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. 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Gifted and talented program</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-x-small;">VHE41902</td> </tr> <tr> <td>c. 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<p style="text-align: right; font-size: small;">VHE4020</p> <p>17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p> <input type="radio"/> 0  <input type="radio"/> 1-5  <input type="radio"/> 6-10  <input type="radio"/> 11-15  <input type="radio"/> 16-25  <input type="radio"/> More than 25                 </p> <p><b>(2019 Grade 4)</b></p>	<p style="text-align: right; font-size: small;">VHE4020</p> <p>17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p> <input type="radio"/> 0  <input type="radio"/> 1-5  <input type="radio"/> 6-10  <input type="radio"/> 11-15  <input type="radio"/> 16-25  <input type="radio"/> More than 25                 </p> <p><b>Issue: School Climate</b></p>	NC	N/A																																																																																																				

## 2021 Operational Grade 4 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale																																										
<p>18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VHE41940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VHE41939</td> </tr> </tbody> </table> <p><b>(2019 Grade 4)</b></p>		Not applicable	0-10%	11-25%	26-50%	Over 50%		a. Volunteer regularly to help in the classroom or another part of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41940	b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41939	<p>18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VHE41940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: small;">VHE41939</td> </tr> </tbody> </table> <p><b>Issue: School Climate</b></p>		Not applicable	0-10%	11-25%	26-50%	Over 50%		a. Volunteer regularly to help in the classroom or another part of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41940	b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41939	NC	N/A
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<p>19. For all teacher counts entered in this item:</p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> <li>• Regular</li> <li>• Special area or resource teachers (e.g., special education, Title I, art, music, physical education)</li> <li>• Long-term substitute teachers</li> </ul> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> <li>• Itinerant teachers who teach part-time at this school</li> <li>• Employees reported in other items of this section if they also have a part-time teaching assignment at this school</li> </ul> <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> <li>• Student teachers</li> <li>• Short-term substitute teachers</li> <li>• Teachers who teach ONLY pre-kindergarten or adult education</li> </ul> <p>Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? If none, mark (0) in the boxes.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p><b>(2019 Grade 4)</b></p>	<p>19. For all teacher counts entered in this item:</p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> <li>• Regular</li> <li>• Special area or resource teachers (e.g., special education, Title I, art, music, physical education)</li> <li>• Long-term substitute teachers</li> </ul> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> <li>• Itinerant teachers who teach part-time at this school</li> <li>• Employees reported in other items of this section if they also have a part-time teaching assignment at this school</li> </ul> <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> <li>• Student teachers</li> <li>• Short-term substitute teachers</li> <li>• Teachers who teach ONLY pre-kindergarten or adult education</li> </ul> <p>Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? If none, mark (0) in the boxes.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p><b>Issue: School Climate</b></p>	NC	N/A																																										

## 2021 Operational Grade 4 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p>20. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2019 Grade 4)</p>	<p>20. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p>(2019 Grade 4)</p>	<p>21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p>22. What is the average age of the desktop computers in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p>(2019 Grade 4)</p>	<p>22. What is the average age of the desktop computers in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p>23. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p>(2019 Grade 4)</p>	<p>23. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p>24. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2019 Grade 4)</p>	<p>24. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p><b>Issue: Technology Use</b></p>	NC	N/A

## 2021 Operational Grade 4 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">V180719</p> <p>25. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Up to 2 years old</li> <li><input type="radio"/> More than 2 years but less than 4 years old</li> <li><input type="radio"/> More than 4 years but less than 6 years old</li> <li><input type="radio"/> 6 years old or more</li> <li><input type="radio"/> I don't know.</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V180719</p> <p>25. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Up to 2 years old</li> <li><input type="radio"/> More than 2 years but less than 4 years old</li> <li><input type="radio"/> More than 4 years but less than 6 years old</li> <li><input type="radio"/> 6 years old or more</li> <li><input type="radio"/> I don't know.</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">V180700</p> <p>26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In some classrooms</li> <li><input type="checkbox"/> In all classrooms</li> <li><input type="checkbox"/> In a media center</li> <li><input type="checkbox"/> In a computer lab</li> <li><input type="checkbox"/> In the school library</li> <li><input type="checkbox"/> On mobile carts</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V180700</p> <p>26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In some classrooms</li> <li><input type="checkbox"/> In all classrooms</li> <li><input type="checkbox"/> In a media center</li> <li><input type="checkbox"/> In a computer lab</li> <li><input type="checkbox"/> In the school library</li> <li><input type="checkbox"/> On mobile carts</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">V181502</p> <p>27. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.</p> <p>□□□□</p> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V181502</p> <p>27. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.</p> <p>□□□□</p> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">V181518</p> <p>28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Up to 2 years old</li> <li><input type="radio"/> More than 2 years but less than 4 years old</li> <li><input type="radio"/> More than 4 years but less than 6 years old</li> <li><input type="radio"/> 6 years old or more</li> <li><input type="radio"/> I don't know.</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V181518</p> <p>28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Up to 2 years old</li> <li><input type="radio"/> More than 2 years but less than 4 years old</li> <li><input type="radio"/> More than 4 years but less than 6 years old</li> <li><input type="radio"/> 6 years old or more</li> <li><input type="radio"/> I don't know.</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A

## 2021 Operational Grade 4 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">V186793</p> <p>29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In some classrooms</li> <li><input type="checkbox"/> In all classrooms</li> <li><input type="checkbox"/> In a media center</li> <li><input type="checkbox"/> In a computer lab</li> <li><input type="checkbox"/> In the school library</li> <li><input type="checkbox"/> On mobile carts</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V186793</p> <p>29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In some classrooms</li> <li><input type="checkbox"/> In all classrooms</li> <li><input type="checkbox"/> In a media center</li> <li><input type="checkbox"/> In a computer lab</li> <li><input type="checkbox"/> In the school library</li> <li><input type="checkbox"/> On mobile carts</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">V186731</p> <p>30. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes, everywhere or almost everywhere in the school.</li> <li><input type="checkbox"/> Yes, in some areas of the school.</li> <li><input type="checkbox"/> No</li> </ul> <p>(2019 Grade 4)</p>	<p style="text-align: right; font-size: small;">V186731</p> <p>30. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes, everywhere or almost everywhere in the school.</li> <li><input type="checkbox"/> Yes, in some areas of the school.</li> <li><input type="checkbox"/> No</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A

## **Appendix J3-2: Operational Grade 4 CORE**

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- Ⓙ 7th grade
- Ⓚ 8th grade
- Ⓛ 9th grade
- Ⓜ 10th grade
- Ⓝ 11th grade
- Ⓟ 12th grade

3. Can your school be described by any of the following? Select **all** squares that apply.

- A Elementary school
- B Middle or junior high school
- C Secondary school
- D Regular school with a magnet program
- E A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- F Special education school: primarily serves students with disabilities
- G Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- H Private independent school
- I Private religiously affiliated school
- J Independent charter school
- K Charter school administered by local school district

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

- A American Association of Christian Schools
- B Association of Christian Schools International
- C Christian Schools International
- D National Association of Episcopal Schools
- E National Association of Independent Schools
- F National Catholic Educational Association
- G National Society of Hebrew Day Schools
- H The Association of Boarding Schools
- I Not affiliated with any organization



5. What is the current enrollment in your school?

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

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

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

 %

8. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?

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

9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

10. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

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

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

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

- A Yes
- B No

13. How does the school operate the program?

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

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

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

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

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

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VH241931
b. Gifted and talented program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VH241922
c. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VH241934
d. Special education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VH241925

17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?
- A 0
  - B 1-5
  - C 6-10
  - D 11-15
  - E 16-25
  - F More than 25

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

	Not applicable	0-10%	11-25%	26-50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	VH241940
b. Attend teacher-parent conferences	Ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	VH241939

19. For all teacher counts entered in this item:

*INCLUDE these types of teachers:*

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

*INCLUDE these types of teachers:*

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

*DO NOT INCLUDE:*

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

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

**a. Full-time**

\_\_\_\_\_ Full-time teachers

**b. Part-time**

\_\_\_\_\_ Part-time teachers

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

- Yes
- No

21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

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

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

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

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

- In some classrooms
- In all classrooms
- In a media center
- In a computer lab
- In the school library

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

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

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

26. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

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

27. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.

28. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?
- Ⓐ Up to 2 years old
  - Ⓑ More than 2 years but less than 4 years old
  - Ⓒ More than 4 years but less than 6 years old
  - Ⓓ 6 years old or more
  - Ⓔ I don't know.

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

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



**Appendix J3-3: Summary of Changes Operational Grade 8 CORE**

Previous item	2021 item	D/A/ R/NC +	Rationale
<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2019 Grade 8)</p>	<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p><b>Issue: Gender</b></p>	NC	N/A
<p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p>(2019 Grade 8)</p>	<p>2. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p>(2019 Grade 8)</p>	<p>3. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p><b>2021 Operational Grade 8 Core School</b></p>			

Previous item	2021 item	D/A/ R/NC +	Rationale
<p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> American Association of Christian Schools</li> <li><input type="checkbox"/> Association of Christian Schools International</li> <li><input type="checkbox"/> Christian Schools International</li> <li><input type="checkbox"/> National Association of Episcopal Schools</li> <li><input type="checkbox"/> National Association of Independent Schools</li> <li><input type="checkbox"/> National Catholic Educational Association</li> <li><input type="checkbox"/> National Society of Hebrew Day Schools</li> <li><input type="checkbox"/> The Association of Boarding Schools</li> <li><input type="checkbox"/> Not affiliated with any organization</li> </ul> <p><b>((2019 Grade 8))</b></p>	<p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> American Association of Christian Schools</li> <li><input type="checkbox"/> Association of Christian Schools International</li> <li><input type="checkbox"/> Christian Schools International</li> <li><input type="checkbox"/> National Association of Episcopal Schools</li> <li><input type="checkbox"/> National Association of Independent Schools</li> <li><input type="checkbox"/> National Catholic Educational Association</li> <li><input type="checkbox"/> National Society of Hebrew Day Schools</li> <li><input type="checkbox"/> The Association of Boarding Schools</li> <li><input type="checkbox"/> Not affiliated with any organization</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>5. What is the current enrollment in your school?</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p><b>(2019 Grade 8)</b></p>	<p>5. What is the current enrollment in your school?</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0%</li> <li><input type="checkbox"/> 1-5%</li> <li><input type="checkbox"/> 6-10%</li> <li><input type="checkbox"/> 11-25%</li> <li><input type="checkbox"/> 26-50%</li> <li><input type="checkbox"/> 51-75%</li> <li><input type="checkbox"/> 76-90%</li> <li><input type="checkbox"/> Over 90%</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0%</li> <li><input type="checkbox"/> 1-5%</li> <li><input type="checkbox"/> 6-10%</li> <li><input type="checkbox"/> 11-25%</li> <li><input type="checkbox"/> 26-50%</li> <li><input type="checkbox"/> 51-75%</li> <li><input type="checkbox"/> 76-90%</li> <li><input type="checkbox"/> Over 90%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>7. Approximately what percentage of eighth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p><b>(2019 Grade 8)</b></p>	<p>7. Approximately what percentage of eighth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p><b>Issue: School Climate</b></p>	NC	N/A

**2021 Operational Grade 8 Core School**

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right;"><small>VID#014</small></p> <p>8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-2%</li> <li><input type="radio"/> 3-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> More than 10%</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right;"><small>VID#014</small></p> <p>8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-2%</li> <li><input type="radio"/> 3-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> More than 10%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p style="text-align: right;"><small>VID#039</small></p> <p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-3%</li> <li><input type="radio"/> 4-6%</li> <li><input type="radio"/> 7-10%</li> <li><input type="radio"/> 11-20%</li> <li><input type="radio"/> Over 20%</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right;"><small>VID#039</small></p> <p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-3%</li> <li><input type="radio"/> 4-6%</li> <li><input type="radio"/> 7-10%</li> <li><input type="radio"/> 11-20%</li> <li><input type="radio"/> Over 20%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p style="text-align: right;"><small>VID#010</small></p> <p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-3%</li> <li><input type="radio"/> 4-6%</li> <li><input type="radio"/> 7-10%</li> <li><input type="radio"/> 11-20%</li> <li><input type="radio"/> Over 20%</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right;"><small>VID#010</small></p> <p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-3%</li> <li><input type="radio"/> 4-6%</li> <li><input type="radio"/> 7-10%</li> <li><input type="radio"/> 11-20%</li> <li><input type="radio"/> Over 20%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A

## 2021 Operational Grade 8 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VIE4012</p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0-2%</li> <li><input type="radio"/> 3-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> More than 10%</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VIE4012</p> <p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0-2%</li> <li><input type="radio"/> 3-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> More than 10%</li> </ul> <p><b>Issue: School Climate</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4015</p> <p>12. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VIE4015</p> <p>12. Does your school participate in the National School Lunch Program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul> <p><b>Issue: Socioeconomic Status</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4016</p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.</li> <li><input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VIE4016</p> <p>13. How does the school operate the program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.</li> <li><input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).</li> </ul> <p><b>Issue: Socioeconomic Status</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIE4018</p> <p>14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> 11-25%</li> <li><input type="radio"/> 26-34%</li> <li><input type="radio"/> 35-50%</li> <li><input type="radio"/> 51-75%</li> <li><input type="radio"/> 76-99%</li> <li><input type="radio"/> 100%</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VIE4018</p> <p>14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 0%</li> <li><input type="radio"/> 1-5%</li> <li><input type="radio"/> 6-10%</li> <li><input type="radio"/> 11-25%</li> <li><input type="radio"/> 26-34%</li> <li><input type="radio"/> 35-50%</li> <li><input type="radio"/> 51-75%</li> <li><input type="radio"/> 76-99%</li> <li><input type="radio"/> 100%</li> </ul> <p><b>Issue: Socioeconomic Status</b></p>	NC	N/A

## 2021 Operational Grade 8 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale																																																																																																				
<p style="text-align: right; font-size: small;">VHE40219</p> <p>15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)</p> <p> <input type="radio"/> No  <input checked="" type="radio"/> Yes, our school receives funds, which are targeted to eligible students.  <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes.                 </p> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VHE40219</p> <p>15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)</p> <p> <input type="radio"/> No  <input checked="" type="radio"/> Yes, our school receives funds, which are targeted to eligible students.  <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes.                 </p> <p><b>Issue: Socioeconomic Status</b></p>	NC	N/A																																																																																																				
<p style="text-align: right; font-size: small;">VHE41920</p> <p>16. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHE41921</td> </tr> <tr> <td>b. Gifted and talented program</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHE41922</td> </tr> <tr> <td>c. English-as-a-second-language (not in a bilingual education program)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHE41924</td> </tr> <tr> <td>d. Special education</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHE41925</td> </tr> </tbody> </table> <p><b>(2019 Grade 8)</b></p>		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%		a. Targeted Title I services	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41921	b. Gifted and talented program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41922	c. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41924	d. Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE41925	<p style="text-align: right; font-size: small;">VHE41920</p> <p>16. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VHE41921</td> </tr> <tr> <td>b. 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<p style="text-align: right; font-size: small;">VHE40220</p> <p>17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p> <input type="radio"/> 0  <input type="radio"/> 1-5  <input type="radio"/> 6-10  <input type="radio"/> 11-15  <input type="radio"/> 16-25  <input type="radio"/> More than 25                 </p> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VHE40220</p> <p>17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?</p> <p> <input type="radio"/> 0  <input type="radio"/> 1-5  <input type="radio"/> 6-10  <input type="radio"/> 11-15  <input type="radio"/> 16-25  <input type="radio"/> More than 25                 </p> <p><b>Issue: School Climate</b></p>	NC	N/A																																																																																																				

## 2021 Operational Grade 8 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale																																										
<p>18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIE41940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIE41939</td> </tr> </tbody> </table> <p><b>(2019 Grade 8)</b></p>		Not applicable	0-10%	11-25%	26-50%	Over 50%		a. Volunteer regularly to help in the classroom or another part of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE41940	b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE41939	<p>18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIE41940</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VIE41939</td> </tr> </tbody> </table> <p><b>Issue: School Climate</b></p>		Not applicable	0-10%	11-25%	26-50%	Over 50%		a. Volunteer regularly to help in the classroom or another part of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE41940	b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE41939	NC	N/A
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<p>19. For all teacher counts entered in this item:</p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> <li>• Regular</li> <li>• Special area or resource teachers (e.g., special education, Title I, art, music, physical education)</li> <li>• Long-term substitute teachers</li> </ul> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> <li>• Itinerant teachers who teach part-time at this school</li> <li>• Employees reported in other items of this section if they also have a part-time teaching assignment at this school</li> </ul> <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> <li>• Student teachers</li> <li>• Short-term substitute teachers</li> <li>• Teachers who teach ONLY pre-kindergarten or adult education</li> </ul> <p>Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? If none, mark (0) in the boxes.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p><b>(2019 Grade 8)</b></p>	<p>19. For all teacher counts entered in this item:</p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> <li>• Regular</li> <li>• Special area or resource teachers (e.g., special education, Title I, art, music, physical education)</li> <li>• Long-term substitute teachers</li> </ul> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> <li>• Itinerant teachers who teach part-time at this school</li> <li>• Employees reported in other items of this section if they also have a part-time teaching assignment at this school</li> </ul> <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> <li>• Student teachers</li> <li>• Short-term substitute teachers</li> <li>• Teachers who teach ONLY pre-kindergarten or adult education</li> </ul> <p>Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? If none, mark (0) in the boxes.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p><b>Issue: School Climate</b></p>	NC	N/A																																										

## 2021 Operational Grade 8 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p>20. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2019 Grade 8)</p>	<p>20. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p>(2019 Grade 8)</p>	<p>21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p>22. What is the average age of the desktop computers in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p>(2019 Grade 8)</p>	<p>22. What is the average age of the desktop computers in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p>23. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p>(2019 Grade 8)</p>	<p>23. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p><input type="checkbox"/> In some classrooms</p> <p><input type="checkbox"/> In all classrooms</p> <p><input type="checkbox"/> In a media center</p> <p><input type="checkbox"/> In a computer lab</p> <p><input type="checkbox"/> In the school library</p> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p>24. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p>□□□□</p> <p>(2019 Grade 8)</p>	<p>24. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p>□□□□</p> <p><b>Issue: Technology Use</b></p>	NC	N/A



## 2021 Operational Grade 8 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VIB8729</p> <p>25. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Up to 2 years old</li> <li><input type="radio"/> More than 2 years but less than 4 years old</li> <li><input type="radio"/> More than 4 years but less than 6 years old</li> <li><input type="radio"/> 6 years old or more</li> <li><input type="radio"/> I don't know.</li> </ul> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIB8729</p> <p>25. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Up to 2 years old</li> <li><input type="radio"/> More than 2 years but less than 4 years old</li> <li><input type="radio"/> More than 4 years but less than 6 years old</li> <li><input type="radio"/> 6 years old or more</li> <li><input type="radio"/> I don't know.</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIB8730</p> <p>26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In some classrooms</li> <li><input type="checkbox"/> In all classrooms</li> <li><input type="checkbox"/> In a media center</li> <li><input type="checkbox"/> In a computer lab</li> <li><input type="checkbox"/> In the school library</li> <li><input type="checkbox"/> On mobile carts</li> </ul> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIB8730</p> <p>26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In some classrooms</li> <li><input type="checkbox"/> In all classrooms</li> <li><input type="checkbox"/> In a media center</li> <li><input type="checkbox"/> In a computer lab</li> <li><input type="checkbox"/> In the school library</li> <li><input type="checkbox"/> On mobile carts</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIB1532</p> <p>27. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.</p> <p style="font-size: 2em;">□□□□</p> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIB1532</p> <p>27. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.</p> <p style="font-size: 2em;">□□□□</p> <p><b>Issue: Technology Use</b></p>	NC	N/A

## 2021 Operational Grade 8 Core School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VIB87138</p> <p>28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Up to 2 years old</li> <li><input type="radio"/> More than 2 years but less than 4 years old</li> <li><input type="radio"/> More than 4 years but less than 6 years old</li> <li><input type="radio"/> 6 years old or more</li> <li><input type="radio"/> I don't know.</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VIB87138</p> <p>28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Up to 2 years old</li> <li><input type="radio"/> More than 2 years but less than 4 years old</li> <li><input type="radio"/> More than 4 years but less than 6 years old</li> <li><input type="radio"/> 6 years old or more</li> <li><input type="radio"/> I don't know.</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIB80703</p> <p>29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In some classrooms</li> <li><input type="checkbox"/> In all classrooms</li> <li><input type="checkbox"/> In a media center</li> <li><input type="checkbox"/> In a computer lab</li> <li><input type="checkbox"/> In the school library</li> <li><input type="checkbox"/> On mobile carts</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VIB80703</p> <p>29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In some classrooms</li> <li><input type="checkbox"/> In all classrooms</li> <li><input type="checkbox"/> In a media center</li> <li><input type="checkbox"/> In a computer lab</li> <li><input type="checkbox"/> In the school library</li> <li><input type="checkbox"/> On mobile carts</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIB617371</p> <p>30. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes, everywhere or almost everywhere in the school.</li> <li><input type="radio"/> Yes, in some areas of the school.</li> <li><input type="radio"/> No</li> </ul> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VIB617371</p> <p>30. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes, everywhere or almost everywhere in the school.</li> <li><input type="radio"/> Yes, in some areas of the school.</li> <li><input type="radio"/> No</li> </ul> <p><b>Issue: Technology Use</b></p>	NC	N/A

## **Appendix J3-4: Operational Grade 8 CORE**

1. What is your sex?

- Male
- Female

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

- Pre-kindergarten
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

3. Can your school be described by any of the following? Select **all** squares that apply.

- Elementary school
- Middle or junior high school
- Secondary school
- Regular school with a magnet program
- A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Special education school: primarily serves students with disabilities
- Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Private independent school
- Private religiously affiliated school
- Independent charter school
- Charter school administered by local school district

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

- American Association of Christian Schools
- Association of Christian Schools International
- Christian Schools International
- National Association of Episcopal Schools
- National Association of Independent Schools
- National Catholic Educational Association
- National Society of Hebrew Day Schools
- The Association of Boarding Schools
- Not affiliated with any organization

5. What is the current enrollment in your school?

6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

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

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

 %

8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

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

9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

10. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

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

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

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

- A Yes
- B No

13. How does the school operate the program?

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

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

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



15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- A No
- B Yes, our school receives funds, which are targeted to eligible students.
- C Yes, our school receives funds, which are used for schoolwide purposes.

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

VH241920

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

VH240220

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

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

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

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241940
b. Attend teacher–parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241939

19. For all teacher counts entered in this item:

*INCLUDE these types of teachers:*

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

*INCLUDE these types of teachers:*

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

*DO NOT INCLUDE:*

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

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

**a. Full-time**

\_\_\_\_\_ Full-time teachers

**b. Part-time**

\_\_\_\_\_ Part-time teachers

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

- A Yes
- B No

21. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

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

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

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

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

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

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

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

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

26. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.

- In some classrooms
- In all classrooms
- In a media center
- In a computer lab
- In the school library
- On mobile carts

27. What is the total number of **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.



28. What is the average age of the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school?
- Ⓐ Up to 2 years old
  - Ⓑ More than 2 years but less than 4 years old
  - Ⓒ More than 4 years but less than 6 years old
  - Ⓓ 6 years old or more
  - Ⓔ I don't know.

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

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

**Appendix J3-4: Summary of Changes Operational Grade 4 and 8 Charter School**

Previous item	2021 item	D/A/ R/NC +	Rationale
<p>1. Is your school a public <b>charter</b> school?</p> <p>(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>(2019 Grade 4, 8, and 12)</b></p>	<p>1. Is your school a public <b>charter</b> school?</p> <p>(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>2. In which year did your school start providing instruction as a charter school?</p> <p>□□□□</p> <p><b>(2019 Grade 4, 8, and 12)</b></p>	<p>2. In which year did your school start providing instruction as a charter school?</p> <p>□□□□</p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p><b>(2019 Grade 4, 8, and 12)</b></p>	<p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p><b>Issue: School Climate</b></p>	NC	N/A
<p>4. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p><b>(2019 Grade 4, 8, and 12)</b></p>	<p>4. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p><b>Issue: School Climate</b></p>	NC	N/A

**2021 Operational Grade 4 and 8 Charter School**



Previous item	2021 item	D/A/ R/NC +	Rationale																																																																								
<p>5. Is this school operated by a company or organization that also operates other charter schools?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2019 Grade 4, 8, and 12)</p>	<p>5. Is this school operated by a company or organization that also operates other charter schools?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><b>Issue: School Climate</b></p>	NC	N/A																																																																								
<p>6. Which one of the following best describes your charter school's <b>primary</b> focus in terms of program content?</p> <p><input type="radio"/> We have a comprehensive curriculum with no specialized area of focus.</p> <p><input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</p> <p><input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</p> <p><input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p>(2019 Grade 4, 8, and 12)</p>	<p>6. Which one of the following best describes your charter school's <b>primary</b> focus in terms of program content?</p> <p><input type="radio"/> We have a comprehensive curriculum with no specialized area of focus.</p> <p><input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</p> <p><input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</p> <p><input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p><b>Issue: School Climate</b></p>	NC	N/A																																																																								
<p>7. Does your school provide a written contract for parents?</p> <p><input type="radio"/> Yes, and parents are required to abide by it.</p> <p><input type="radio"/> Yes, but signing it is voluntary.</p> <p><input type="radio"/> No</p> <p>(2019 Grade 4, 8, and 12)</p>	<p>7. Does your school provide a written contract for parents?</p> <p><input type="radio"/> Yes, and parents are required to abide by it.</p> <p><input type="radio"/> Yes, but signing it is voluntary.</p> <p><input type="radio"/> No</p> <p><b>Issue: School Climate</b></p>	NC	N/A																																																																								
<p>8. Are the following elements addressed in your charter-parent contract? Select <b>one</b> circle in each row.</p> <table border="1" data-bbox="138 1360 695 1575"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Dress code</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41947</td> </tr> <tr> <td>b. Home learning environment</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41951</td> </tr> <tr> <td>c. Homework</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41946</td> </tr> <tr> <td>d. Parent-teacher communication</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41953</td> </tr> <tr> <td>e. Parent volunteering</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41952</td> </tr> <tr> <td>f. School discipline policy</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41948</td> </tr> <tr> <td>g. Student attendance</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41945</td> </tr> <tr> <td>h. Student promotion policy</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41950</td> </tr> </tbody> </table> <p>(2019 Grade 4, 8, and 12)</p>		Yes	No		a. Dress code	<input type="radio"/>	<input type="radio"/>	VID41947	b. Home learning environment	<input type="radio"/>	<input type="radio"/>	VID41951	c. Homework	<input type="radio"/>	<input type="radio"/>	VID41946	d. Parent-teacher communication	<input type="radio"/>	<input type="radio"/>	VID41953	e. Parent volunteering	<input type="radio"/>	<input type="radio"/>	VID41952	f. School discipline policy	<input type="radio"/>	<input type="radio"/>	VID41948	g. Student attendance	<input type="radio"/>	<input type="radio"/>	VID41945	h. Student promotion policy	<input type="radio"/>	<input type="radio"/>	VID41950	<p>8. Are the following elements addressed in your charter-parent contract? Select <b>one</b> circle in each row.</p> <table border="1" data-bbox="727 1360 1284 1575"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Dress code</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41947</td> </tr> <tr> <td>b. Home learning environment</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41951</td> </tr> <tr> <td>c. Homework</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41946</td> </tr> <tr> <td>d. Parent-teacher communication</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41953</td> </tr> <tr> <td>e. Parent volunteering</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41952</td> </tr> <tr> <td>f. School discipline policy</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41948</td> </tr> <tr> <td>g. Student attendance</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41945</td> </tr> <tr> <td>h. Student promotion policy</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VID41950</td> </tr> </tbody> </table> <p><b>Issue: School Climate</b></p>		Yes	No		a. Dress code	<input type="radio"/>	<input type="radio"/>	VID41947	b. Home learning environment	<input type="radio"/>	<input type="radio"/>	VID41951	c. Homework	<input type="radio"/>	<input type="radio"/>	VID41946	d. Parent-teacher communication	<input type="radio"/>	<input type="radio"/>	VID41953	e. Parent volunteering	<input type="radio"/>	<input type="radio"/>	VID41952	f. School discipline policy	<input type="radio"/>	<input type="radio"/>	VID41948	g. Student attendance	<input type="radio"/>	<input type="radio"/>	VID41945	h. Student promotion policy	<input type="radio"/>	<input type="radio"/>	VID41950	NC	N/A
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## Appendix J3-6: Operational Grade 4 and 8 Charter School

VIE40223

### 1. Is your school a public **charter** school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Yes
- No

VIE54022

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

VIB60788

### 3. Who granted your school's current charter?

- School district
- State board of education (includes state board of regents and District of Columbia State Board of Education)
- Postsecondary institution
- State charter-granting agency
- City or state public charter school board

VIE40225

### 4. What is the legal status of your school?

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

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

- Yes  
 No

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

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

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

- Yes, and parents are required to abide by it.  
 Yes, but signing it is voluntary.  
 No

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

	Yes	No	
a. Dress code	<input type="radio"/>	<input type="radio"/>	VH241947
b. Home learning environment	<input type="radio"/>	<input type="radio"/>	VH241951
c. Homework	<input type="radio"/>	<input type="radio"/>	VH241946
d. Parent-teacher communication	<input type="radio"/>	<input type="radio"/>	VH241953
e. Parent volunteering	<input type="radio"/>	<input type="radio"/>	VH241952
f. School discipline policy	<input type="radio"/>	<input type="radio"/>	VH241948
g. Student attendance	<input type="radio"/>	<input type="radio"/>	VH241945
h. Student promotion policy	<input type="radio"/>	<input type="radio"/>	VH241950

## Appendix J3-7: Summary of Changes Operational Grade 4 Mathematics

<b>2021 Operational Grade 4 Mathematics School</b>			
<b>Previous item</b>	<b>2021 item</b>	<b>D/A/ R/NC +</b>	<b>Rationale</b>
<small style="float: right;">VIE2020</small> 1. In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? <input type="radio"/> Yes <input type="radio"/> No  (2019 Grade 4)	<small style="float: right;">VIE2020</small> 1. In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)? <input type="radio"/> Yes <input type="radio"/> No  <b>Issue: Resources for Learning and Instruction</b>	NC	N/A
<small style="float: right;">VIE2021</small> 2. In your school, how often are fourth-grade students' mathematics placements evaluated? <input type="radio"/> Once a year <input type="radio"/> Once a marking period (semester, trimester) <input type="radio"/> More than once a marking period (semester, trimester) <input type="radio"/> Students are not grouped by achievement level.  (2019 Grade 4)	<small style="float: right;">VIE2021</small> 2. In your school, how often are fourth-grade students' mathematics placements evaluated? <input type="radio"/> Once a year <input type="radio"/> Once a marking period (semester, trimester) <input type="radio"/> More than once a marking period (semester, trimester) <input type="radio"/> Students are not grouped by achievement level.  <b>Issue: Organization of Instruction</b>	NC	N/A
<small style="float: right;">VIE9761</small> 3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers. <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>  (2019 Grade 4)	<small style="float: right;">VIE9761</small> 3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers. <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>  <b>Issue: Resources for Learning and Instruction</b>	NC	N/A
<small style="float: right;">VIE2008</small> 4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school? <input type="radio"/> Yes, available full-time to fourth-grade teachers <input type="radio"/> Yes, available part-time to fourth-grade teachers <input type="radio"/> No  (2019 Grade 4)	<small style="float: right;">VIE2008</small> 4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school? <input type="radio"/> Yes, available full-time to fourth-grade teachers <input type="radio"/> Yes, available part-time to fourth-grade teachers <input type="radio"/> No  <b>Issue: Resources for Learning and Instruction</b>	NC	N/A

## 2021 Operational Grade 4 Mathematics School

Previous item	2021 item	D/A/R/NC +	Rationale																																																																																
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a. Mathematics competitions	<input type="radio"/>	<input checked="" type="radio"/>	V1E70657																																																								
b. Chess clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E70658																																																								
c. Programming classes	<input type="radio"/>	<input checked="" type="radio"/>	V1E70640																																																								
d. Mathematics clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E70641																																																								
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input checked="" type="radio"/>	V1E70643																																																								
f. Family mathematics night	<input type="radio"/>	<input checked="" type="radio"/>	V1E70645																																																								

## **Appendix J3-8: Operational Grade 4 Mathematics**

1. In your school, are fourth-grade students from different classes typically **grouped** for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)?

- Yes
- No

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

- Once a year
- Once a marking period (semester, trimester)
- More than once a marking period (semester, trimester)
- Students are not grouped by achievement level.

3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.

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

- Yes, available full-time to fourth-grade teachers
- Yes, available part-time to fourth-grade teachers
- No



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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240916
b. Provide support or assistance about the teaching of mathematics to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240917
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240918

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

	Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school	
a. Third grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240906
b. Fourth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240909
c. Fifth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240908
d. Sixth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240907

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240921
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240920
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240923

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240934
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240935
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240933

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

	Yes	No	
a. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	VH270637
b. Chess clubs	<input type="radio"/>	<input type="radio"/>	VH270638
c. Programming classes	<input type="radio"/>	<input type="radio"/>	VH270640
d. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	VH270641
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	VH270643
f. Family mathematics night	<input type="radio"/>	<input type="radio"/>	VH270645

## **Appendix J3-9: Summary of Changes Operational Grade 8 Mathematics**

## 2021 Operational Grade 8 Mathematics School

Previous item	2021 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VIB1075</p> <p>1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.</p> <p> <input type="radio"/> 0-10%  <input type="radio"/> 11-20%  <input type="radio"/> 21-30%  <input type="radio"/> 31-40%  <input type="radio"/> 41-50%  <input type="radio"/> More than 50%                 </p> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIB1075</p> <p>1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.</p> <p> <input type="radio"/> 0-10%  <input type="radio"/> 11-20%  <input type="radio"/> 21-30%  <input type="radio"/> 31-40%  <input type="radio"/> 41-50%  <input type="radio"/> More than 50%                 </p> <p><b>Issue: Organization of Instruction</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIB27033</p> <p>2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="text-align: center;">□ □</p> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIB27033</p> <p>2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="text-align: center;">□ □</p> <p><b>Issue: Resources for Learning and Instruction</b></p>	NC	N/A
<p style="text-align: right; font-size: small;">VIB11023</p> <p>3. In this school year, what percentage of students have gone to other schools (a neighboring middle school, high school, or college) to receive mathematics instruction?</p> <p> <input type="radio"/> 0%  <input type="radio"/> 1-5%  <input type="radio"/> 6-10%  <input type="radio"/> 11-20%  <input type="radio"/> 21-30%  <input type="radio"/> 31-40%  <input type="radio"/> 41-50%  <input type="radio"/> More than 50%                 </p> <p>(2019 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIB11023</p> <p>3. In this school year, what percentage of students have gone to other schools (a neighboring middle school, high school, or college) to receive mathematics instruction?</p> <p> <input type="radio"/> 0%  <input type="radio"/> 1-5%  <input type="radio"/> 6-10%  <input type="radio"/> 11-20%  <input type="radio"/> 21-30%  <input type="radio"/> 31-40%  <input type="radio"/> 41-50%  <input type="radio"/> More than 50%                 </p> <p><b>Issue: Resources for Learning and Instruction</b></p>	NC	N/A

## 2021 Operational Grade 8 Mathematics School

Previous item	2021 item	D/A/ R/NC +	Rationale																																																
<p>4. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. There are students in my school who take high school mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">Y12.T0660</td> </tr> <tr> <td>b. My school provides credit for students who take high school or college mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">Y12.T0661</td> </tr> <tr> <td>c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">Y12.T0663</td> </tr> <tr> <td>d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">Y12.T0664</td> </tr> </tbody> </table> <p><b>(2019 Grade 8)</b></p>		Yes	No		a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	Y12.T0660	b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	Y12.T0661	c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/>	<input type="radio"/>	Y12.T0663	d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/>	<input type="radio"/>	Y12.T0664	<p>4. Below are some sentences about students who may have to go to other schools for mathematics instruction. Please indicate which statements apply to your students. Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. There are students in my school who take high school mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">Y12.T0660</td> </tr> <tr> <td>b. My school provides credit for students who take high school or college mathematics classes.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">Y12.T0661</td> </tr> <tr> <td>c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">Y12.T0663</td> </tr> <tr> <td>d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">Y12.T0664</td> </tr> </tbody> </table> <p><b>Issue: Resources for Learning and Instruction</b></p>		Yes	No		a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	Y12.T0660	b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	Y12.T0661	c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/>	<input type="radio"/>	Y12.T0663	d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/>	<input type="radio"/>	Y12.T0664	NC	N/A								
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## 2021 Operational Grade 8 Mathematics School

Previous item	2021 item	D/A/ R/NC +	Rationale																																																								
<p>8. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1E24067</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E24070</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E24071</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E24069</td> </tr> </tbody> </table> <p><b>(2019 Grade 8)</b></p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24070	b. State assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24071	c. School assessments (e.g., quizzes or tests created by teachers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24069	<p>8. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1E24067</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E24070</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E24071</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E24069</td> </tr> </tbody> </table> <p><b>Issue: Organization of instruction</b></p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24070	b. State assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24071	c. School assessments (e.g., quizzes or tests created by teachers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24069	NC	N/A								
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<p>9. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1E27634</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics competitions</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27637</td> </tr> <tr> <td>b. Chess clubs</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27638</td> </tr> <tr> <td>c. Programming classes</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27640</td> </tr> <tr> <td>d. Mathematics clubs</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27641</td> </tr> <tr> <td>e. Teacher-led tutoring sessions in mathematics for groups of students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27643</td> </tr> <tr> <td>f. Family mathematics night</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27645</td> </tr> </tbody> </table> <p><b>(2019 Grade 8)</b></p>		Yes	No		a. Mathematics competitions	<input checked="" type="radio"/>	<input type="radio"/>	V1E27637	b. Chess clubs	<input checked="" type="radio"/>	<input type="radio"/>	V1E27638	c. Programming classes	<input checked="" type="radio"/>	<input type="radio"/>	V1E27640	d. Mathematics clubs	<input checked="" type="radio"/>	<input type="radio"/>	V1E27641	e. Teacher-led tutoring sessions in mathematics for groups of students	<input checked="" type="radio"/>	<input type="radio"/>	V1E27643	f. Family mathematics night	<input checked="" type="radio"/>	<input type="radio"/>	V1E27645	<p>9. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">V1E27634</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics competitions</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27637</td> </tr> <tr> <td>b. Chess clubs</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27638</td> </tr> <tr> <td>c. Programming classes</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27640</td> </tr> <tr> <td>d. Mathematics clubs</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27641</td> </tr> <tr> <td>e. Teacher-led tutoring sessions in mathematics for groups of students</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27643</td> </tr> <tr> <td>f. Family mathematics night</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">V1E27645</td> </tr> </tbody> </table> <p><b>Issue: Resources for Learning and Instruction</b></p>		Yes	No		a. Mathematics competitions	<input checked="" type="radio"/>	<input type="radio"/>	V1E27637	b. Chess clubs	<input checked="" type="radio"/>	<input type="radio"/>	V1E27638	c. Programming classes	<input checked="" type="radio"/>	<input type="radio"/>	V1E27640	d. Mathematics clubs	<input checked="" type="radio"/>	<input type="radio"/>	V1E27641	e. Teacher-led tutoring sessions in mathematics for groups of students	<input checked="" type="radio"/>	<input type="radio"/>	V1E27643	f. Family mathematics night	<input checked="" type="radio"/>	<input type="radio"/>	V1E27645	NC	N/A
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## **Appendix J3-10: Operational Grade 8 Mathematics**

1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) **for remediation or to catch up a grade level**? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

- 0–10%
- 11–20%
- 21–30%
- 31–40%
- 41–50%
- More than 50%

2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.

3. In this school year, what percentage of students have gone to other schools (a neighboring middle school, high school, or college) to receive mathematics instruction?

- 0%
- 1–5%
- 6–10%
- 11–20%
- 21–30%
- 31–40%
- 41–50%
- More than 50%



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

	Yes	No	
a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	VH270660
b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	VH270661
c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.	<input type="radio"/>	<input type="radio"/>	VH270663
d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.	<input type="radio"/>	<input type="radio"/>	VH270664

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240964
b. Provide support or assistance about the teaching of mathematics to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240966
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240965

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240921
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240920
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240923

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240970
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240971
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240969

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

	Yes	No	
a. Mathematics competitions	<input type="radio"/>	<input checked="" type="radio"/>	VH270637
b. Chess clubs	<input type="radio"/>	<input checked="" type="radio"/>	VH270638
c. Programming classes	<input type="radio"/>	<input checked="" type="radio"/>	VH270640
d. Mathematics clubs	<input type="radio"/>	<input checked="" type="radio"/>	VH270641
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input checked="" type="radio"/>	VH270643
f. Family mathematics night	<input type="radio"/>	<input checked="" type="radio"/>	VH270645

## **Appendix J3-11: Summary of Changes Operational Grade 4 Reading**

## 2021 Operational Grade 4 Reading School

Previous item	2021 item	D/A/ R/NC +	Rationale																																				
<p style="text-align: right; font-size: small;">VIE4003</p> <p>1. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No</p> <p><b>(2019 Grade 4)</b></p>	<p style="text-align: right; font-size: small;">VIE4003</p> <p>1. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade students</p> <p><input type="radio"/> Yes, available part-time to fourth-grade students</p> <p><input type="radio"/> No</p> <p><b>Issue: Resources for Learning and Instruction</b></p>	NC	N/A																																				
<p style="text-align: right; font-size: small;">VIE4502</p> <p>2. To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE45246</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE59955</td> </tr> </tbody> </table> <p><b>(2019 Grade 4)</b></p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE45246	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE59955	<p style="text-align: right; font-size: small;">VIE4502</p> <p>2. To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE45246</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VIE59955</td> </tr> </tbody> </table> <p><b>Issue: Resources for Learning and Instruction</b></p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE45246	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE59955	NC	N/A
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<p style="text-align: right; font-size: small;">VIE4001</p> <p>3. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No</p> <p><b>(2019 Grade 4)</b></p>	<p style="text-align: right; font-size: small;">VIE4001</p> <p>3. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to fourth-grade teachers</p> <p><input type="radio"/> No</p> <p><b>Issue: Resources for Learning and Instruction</b></p>	NC	N/A																																				

## 2021 Operational Grade 4 Reading School

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a. Certified ELL/bilingual education teachers	<input checked="" type="radio"/>	<input type="radio"/>	VH846126																																																								
b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH846127																																																								
c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH846128																																																								
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input checked="" type="radio"/>	<input type="radio"/>	VH846132																																																								
e. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH846131																																																								
<p>9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>A little</th> <th>Some</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH260138</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH260140</td> </tr> <tr> <td>c. Library books</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH260142</td> </tr> </tbody> </table> <p>(2019 Grade 8)</p>		Not at all	A little	Some	A lot		a. Teachers with a specialization in English/language arts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260138	b. Computer software for English/language arts instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260140	c. Library books	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260142	<p>9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not at all</th> <th>A little</th> <th>Some</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Teachers with a specialization in English/language arts</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH260138</td> </tr> <tr> <td>b. Computer software for English/language arts instruction</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH260140</td> </tr> <tr> <td>c. Library books</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH260142</td> </tr> </tbody> </table> <p><b>Issue: Resources for Learning and Instruction</b></p>		Not at all	A little	Some	A lot		a. Teachers with a specialization in English/language arts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260138	b. Computer software for English/language arts instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260140	c. Library books	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260142	NC	N/A								
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## **Appendix J3-12: Operational Grade 4 Reading**



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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845246
b. Provide one-on-one help to students at various achievement levels	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH259935

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

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

VH240565

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240567
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240566

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

VH240605

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240609

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH335509
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH335508
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH586820

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

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VH335489
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH335490
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH335494
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH335492
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH335491
f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH335493

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

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VH8461.30
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH8461.27
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH8461.28
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/>	<input type="radio"/>	VH8461.32
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH8461.31

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

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2601.38
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2601.40
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2601.42

**Appendix J3-13: Summary of Changes Operational Grade 8 Reading**

## 2021 Operational Grade 8 Reading School

Previous item	2021 item	D/A/ R/NC +	Rationale																																				
<p style="text-align: right; font-size: small;">VID4002</p> <p>1. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No</p> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VID4002</p> <p>1. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade students</p> <p><input type="radio"/> Yes, available part-time to eighth-grade students</p> <p><input type="radio"/> No</p> <p><b>Issue: Resources for Learning and Instruction</b></p>	NC	N/A																																				
<p style="text-align: right; font-size: small;">VID4099</p> <p>2. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select <b>one</b> circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID50371</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID50963</td> </tr> </tbody> </table> <p><b>(2019 Grade 8)</b></p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VID50371	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID50963	<p style="text-align: right; font-size: small;">VID4099</p> <p>2. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select <b>one</b> circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID50371</td> </tr> <tr> <td>b. Provide one-on-one help to students at various achievement levels</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-small;">VID50963</td> </tr> </tbody> </table> <p><b>Issue: Resources for Learning and Instruction</b></p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID50371	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	VID50963	NC	N/A
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## 2021 Operational Grade 8 Reading School

Previous item	2021 item	D/A/ R/NC +	Rationale																																																
<p style="text-align: right; font-size: small;">VID40023</p> <p>3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p><b>(2019 Grade 8)</b></p>	<p style="text-align: right; font-size: small;">VID40023</p> <p>3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p><b>Issue: Resources for Learning and Instruction</b></p>	NC	N/A																																																
<p style="text-align: right; font-size: small;">VID40002</p> <p>4. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select <b>one</b> circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID40004</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID40003</td> </tr> </tbody> </table> <p><b>(2019 Grade 8)</b></p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID40004	b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID40003	<p style="text-align: right; font-size: small;">VID40002</p> <p>4. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select <b>one</b> circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID40004</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VID40003</td> </tr> </tbody> </table> <p><b>Issue: Resources for Learning and Instruction</b></p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID40004	b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID40003	NC	N/A												
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## 2021 Operational Grade 8 Reading School

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## 2021 Operational Grade 8 Reading School

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## **Appendix J3-14: Operational Grade 8 Reading**

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI2562871
b. Provide one-on-one help to students at various achievement levels	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI259963

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1240604
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1240603

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	V1240609

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

VH240615

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240618
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240619
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240617

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

VH240620

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VH240621
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH240622
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH240623
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH240624
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH240627
f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH240626

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

VHS62373

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VHS62377
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VHS62374
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VHS62375
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/>	<input type="radio"/>	VHS58637
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VHS62378

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

VH260137

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

**Appendix J3-15: Operational Grade 4 COVID-19 School Items (New)**

1. For **this school year**, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before this school year	Yes, during this school year	Yes, before and during this school year	No	Distance learning was not offered	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267150
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267151
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267152
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267156
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267154
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267155
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267153



2. For **this school year**, did your school or district distribute laptop computers or tablets to students to take home?
- Ⓐ The school or district distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
  - Ⓑ The school or district distributed laptop computers or tablets to all students doing distance learning.
  - Ⓒ The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home.
  - Ⓓ The school or district did not distribute laptop computers or tablets to any students.
  - Ⓔ Other (Please specify): \_\_\_\_\_

3. For **this school year**, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.
- Ⓐ All of the students at this school already have Internet access at home.
  - Ⓑ The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home.
  - Ⓒ The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home.
  - Ⓓ The school or district made spaces available where students doing distance learning could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hotspots, etc.).
  - Ⓔ The school or district did not assist students with getting Internet access at home.
  - Ⓕ Other (Please specify): \_\_\_\_\_

4. In **this school year**, how was class instruction organized? Select **one** circle in each row.

	Not applicable	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	(A)	(B)	(C)	(D)	(E)	(F)	VR268534
b. Classes normally taught in person moved to a distance learning format.	(A)	(B)	(C)	(D)	(E)	(F)	VR268535
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	(A)	(B)	(C)	(D)	(E)	(F)	VR267165
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	(A)	(B)	(C)	(D)	(E)	(F)	VR267163

5. While doing distance learning **this school year**, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Not applicable	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	(A)	(B)	(C)	(D)	(E)	VR267172
b. Conduct virtual office hours or online meetings with students	(A)	(B)	(C)	(D)	(E)	VR267173
c. Initiate phone calls to students	(A)	(B)	(C)	(D)	(E)	VR267175
d. Initiate communications with parents or guardians about their child's progress	(A)	(B)	(C)	(D)	(E)	VR267174

6. Has the structure of **this school year** been modified in the following ways? Select **one** circle in each row.

	Yes	No	
a. The school year started earlier.	<input type="radio"/> A	<input type="radio"/> B	VR239706
b. The school year will end later.	<input type="radio"/> A	<input type="radio"/> B	VR239707
c. The length of the school day has been extended to make up for learning time that was missed last school year.	<input type="radio"/> A	<input type="radio"/> B	VR239708
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR249734
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/> A	<input type="radio"/> B	VR239710
f. Students had the option to repeat their previous grade level.	<input type="radio"/> A	<input type="radio"/> B	VR239711

7. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2019-2020 school year?

- A Yes  
 B No

8. When your school was closed **last school year** because of the COVID-19 outbreak, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before the initial school closure	Yes, during the school closure	Yes, both before and during the school closure	No	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239688
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239689
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239690
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239691
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239692
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239693
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239694

9. When your school was closed **last school year** because of the COVID-19 outbreak, did teachers do the following things to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes	No	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	Ⓐ	Ⓑ	VR239703
b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	Ⓐ	Ⓑ	VR239704
c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	Ⓐ	Ⓑ	VR239705

10. When your school was closed **last school year** because of the COVID-19 outbreak, did your school or district distribute laptop computers or tablets to students to take home?

- Ⓐ The school or district already distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
- Ⓑ The school or district distributed laptop computers or tablets to all students to take home during the COVID-19 outbreak.
- Ⓒ The school or district distributed laptop computers or tablets only to students who did not have access to one at home during the COVID-19 outbreak.
- Ⓓ The school or district did not distribute laptop computers or tablets to any students.
- Ⓔ Other (Please specify): \_\_\_\_\_

11. When your school was closed **last school year** because of the COVID-19 outbreak, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.

- A All of the students at this school already had Internet access at home.
- B The school or district worked with Internet providers to assist students with getting Internet access at home.
- C The school or district provided hotspots or other devices to assist students with getting Internet access at home.
- D The school or district made spaces available where students could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hotspots, etc.).
- E The school or district did not assist students with getting Internet access at home.
- F Other (Please specify): \_\_\_\_\_

12. When your school was closed **last school year** because of the COVID-19 outbreak, how was class instruction organized? Select **one** circle in each row.

	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239713
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239714
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239717
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239718

13. When your school was closed **last school year** because of the COVID-19 outbreak, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239698
b. Conduct virtual office hours or online meetings with students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239699
c. Initiate phone calls to students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239701
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239702

14. When your school was closed **last school year** because of the COVID-19 outbreak, approximately what percentage of students attended distance learning activities in a typical week?

- A 0–25%
- B 26–50%
- C 51–60%
- D 61–70%
- E 71–80%
- F 81–90%
- G Over 90%
- H The school did not track student attendance during this time.

**Appendix J3-16: Operational Grade 8 COVID-19 School Items (New)**



1. For **this school year**, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before this school year	Yes, during this school year	Yes, before and during this school year	No	Distance learning was not offered	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267150
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267151
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267152
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267156
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267154
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267155
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267153

2. For **this school year**, did your school or district distribute laptop computers or tablets to students to take home?
- Ⓐ The school or district distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
  - Ⓑ The school or district distributed laptop computers or tablets to all students doing distance learning.
  - Ⓒ The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home.
  - Ⓓ The school or district did not distribute laptop computers or tablets to any students.
  - Ⓔ Other (Please specify): \_\_\_\_\_

3. For **this school year**, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.
- Ⓐ All of the students at this school already have Internet access at home.
  - Ⓑ The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home.
  - Ⓒ The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home.
  - Ⓓ The school or district made spaces available where students doing distance learning could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hotspots, etc.).
  - Ⓔ The school or district did not assist students with getting Internet access at home.
  - Ⓕ Other (Please specify): \_\_\_\_\_

4. In **this school year**, how was class instruction organized? Select **one** circle in each row.

	Not applicable	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VR268534
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VR268535
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VR267165
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VR267163

5. While doing distance learning **this school year**, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Not applicable	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267172
b. Conduct virtual office hours or online meetings with students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267173
c. Initiate phone calls to students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267175
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR267174

6. Has the structure of **this school year** been modified in the following ways? Select **one** circle in each row.

	Yes	No	
a. The school year started earlier.	<input type="radio"/> A	<input type="radio"/> B	VR239706
b. The school year will end later.	<input type="radio"/> A	<input type="radio"/> B	VR239707
c. The length of the school day has been extended to make up for learning time that was missed last school year.	<input type="radio"/> A	<input type="radio"/> B	VR239708
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR249734
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/> A	<input type="radio"/> B	VR239710
f. Students had the option to repeat their previous grade level.	<input type="radio"/> A	<input type="radio"/> B	VR239711
g. Students had the option to repeat a specific class or subject.	<input type="radio"/> A	<input type="radio"/> B	VR239712

7. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2019-2020 school year?

- A Yes  
 B No

8. When your school was closed **last school year** because of the COVID-19 outbreak, were the following actions taken to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes, before the initial school closure	Yes, during the school closure	Yes, both before and during the school closure	No	
a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239688
b. Training of students and/or their parents/guardians on the use of digital devices and applications for distance learning (e.g., Google Classroom, Zoom)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239689
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239690
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239691
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239692
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239693
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR239694

9. When your school was closed **last school year** because of the COVID-19 outbreak, did teachers do the following things to prepare for teaching in a distance learning format? Select **one** circle in each row.

	Yes	No	
a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)	Ⓐ	Ⓑ	VR239703
b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	Ⓐ	Ⓑ	VR239704
c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	Ⓐ	Ⓑ	VR239705

10. When your school was closed **last school year** because of the COVID-19 outbreak, did your school or district distribute laptop computers or tablets to students to take home?

- Ⓐ The school or district already distributed laptop computers or tablets to all students at the beginning of the school year (i.e., we are a one-to-one school).
- Ⓑ The school or district distributed laptop computers or tablets to all students to take home during the COVID-19 outbreak.
- Ⓒ The school or district distributed laptop computers or tablets only to students who did not have access to one at home during the COVID-19 outbreak.
- Ⓓ The school or district did not distribute laptop computers or tablets to any students.
- Ⓔ Other (Please specify): \_\_\_\_\_

11. When your school was closed **last school year** because of the COVID-19 outbreak, did your school or district assist students with getting Internet access at home? Select **all** squares that apply.
- A All of the students at this school already had Internet access at home.
  - B The school or district worked with Internet providers to assist students with getting Internet access at home.
  - C The school or district provided hotspots or other devices to assist students with getting Internet access at home.
  - D The school or district made spaces available where students could safely access free Wi-Fi internet (e.g., in the school parking lot, parked school buses with hotspots, etc.).
  - E The school or district did not assist students with getting Internet access at home.
  - F Other (Please specify): \_\_\_\_\_

12. When your school was closed **last school year** because of the COVID-19 outbreak, how was class instruction organized? Select **one** circle in each row.

	None of the classes	Some of the classes	About half of the classes	More than half of the classes	All or almost all of the classes	
a. Classes normally taught in person were canceled and not replaced by distance learning.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239713
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239714
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239717
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR239718

13. When your school was closed **last school year** because of the COVID-19 outbreak, how often were teachers and staff required to do the following things? Select **one** circle in each row.

	Never or hardly ever	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Communicate with students online (e.g., through email, Google Classroom, Zoom)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239698
b. Conduct virtual office hours or online meetings with students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239699
c. Initiate phone calls to students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239701
d. Initiate communications with parents or guardians about their child's progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR239702

14. When your school was closed **last school year** because of the COVID-19 outbreak, approximately what percentage of students attended distance learning activities in a typical week?

- Ⓐ 0–25%
- Ⓑ 26–50%
- Ⓒ 51–60%
- Ⓓ 61–70%
- Ⓔ 71–80%
- Ⓕ 81–90%
- Ⓖ Over 90%
- Ⓗ The school did not track student attendance during this time.