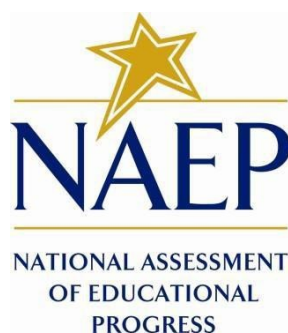


*NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL
ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Educational Progress (NAEP) 2022
Materials Update #2*

*Appendix J3
2022 School Questionnaires*

OMB# 1850-0928 v.25



September 2021

Appendix J3 provides updated school survey questionnaires to be used in NAEP 2022. The change tables indicate any revisions that have been made to the previous versions of the SQs.

Table of Contents

School Questionnaires

School Administrator Questionnaire Login Screen	5
Sample School Questionnaire Booklet Covers	6
Appendix J3-1: Summary of Changes Operational Grade 4 CORE	7
Appendix J3-2: Operational Grade 4 CORE	16
Appendix J3-3: Summary of Changes Operational Grade 8 CORE	25
Appendix J3-4: Operational Grade 8 CORE	35
Appendix J3-4: Summary of Changes Operational Grade 4 and 8 Charter School	44
Appendix J3-6: Operational Grade 4 and 8 Charter School	46
Appendix J3-7: Summary of Changes Operational Grade 4 Mathematics	48
Appendix J3-8: Operational Grade 4 Mathematics	51
Appendix J3-9: Summary of Changes Operational Grade 8 Mathematics	54
Appendix J3-10: Operational Grade 8 Mathematics	57
Appendix J3-11: Summary of Changes Operational Grade 4 Reading	61
Appendix J3-12: Operational Grade 4 Reading	64
Appendix J3-13: Summary of Changes Operational Grade 8 Reading	68
Appendix J3-14: Operational Grade 8 Reading	72
Appendix J3-15: Summary of Operational Grade 8 Social Studies School Items	76
Appendix J3-16: Operational Grade 8 Social Studies School Items	79
Appendix J3-17: Summary of Operational Grade 4 COVID-19 School Items	82
Appendix J3-18: Operational Grade 4 COVID-19 School Items	90
Appendix J3-19: Summary of Operational Grade 8 COVID-19 School Items	99
Appendix J3-20: Operational Grade 8 COVID-19 School Items	107

School Administrator Questionnaire Login Screen



User ID:
Test A

Password:

[Forgot Your Password?](#)

SIGN IN

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.

NAEP Online Questionnaires 2022

Welcome, Test A

Questions List

Flag

Clear

Help

Print

Exit

Q957 Gr 4 Reading and Math School Q | Directions

VR342097

SCHOOL QUESTIONNAIRE

GRADE 4

During the 2021–2022 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.

Paperwork Reduction Act (PRA) Statement

National Center for Education Statistics (NCES) conducts the National Assessment of Educational Progress to evaluate federally supported education programs. All of the information you provide 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.

NCES estimates the time required to complete this information collection to average 40 minutes, including the time to review instructions and complete and review the information collection. This voluntary information collection was reviewed and approved by OMB (Control No. 1850-0928). 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*; or send an email to: *nces.information.collections@ed.gov*.

OMB No. 1850-0928 APPROVAL EXPIRES 5/31/2024

< Previous

Save & Continue >



Sample School Questionnaire Booklet Covers

2022 Operational Grade 4 Core School

Previous item	2022 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 style="text-align: right;"><small>V101228</small></p> <p>(2021 Grade 4)</p>	<p>N/A</p>	<p>D</p>	<p>This item is recommended to be dropped due to concerns about data validity and a lack of inclusiveness in the response options.</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 style="text-align: right;"><small>V104092</small></p> <p>(2021 Grade 4)</p>	<p>1. What grades are taught in your school? Select all squares that apply.</p> <p><input type="checkbox"/> Pre-kindergarten</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st grade</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p style="text-align: right;"><small>V104092</small></p> <p>Issue: School Climate</p>	<p>NC</p>	<p>N/A</p>

2022 Operational Grade 4 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
<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>(2021 Grade 4)</p>	<p>2. Can your school be described by any of the following? Select all squares that apply.</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> Middle or junior high school</p> <p><input type="checkbox"/> Secondary school</p> <p><input type="checkbox"/> Regular school with a magnet program</p> <p><input type="checkbox"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</p> <p><input type="checkbox"/> Special education school: primarily serves students with disabilities</p> <p><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</p> <p><input type="checkbox"/> Private independent school</p> <p><input type="checkbox"/> Private religiously affiliated school</p> <p><input type="checkbox"/> Independent charter school</p> <p><input type="checkbox"/> Charter school administered by local school district</p> <p>Issue: School Climate</p>	NC	N/A
<p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <p><input type="checkbox"/> American Association of Christian Schools</p> <p><input type="checkbox"/> Association of Christian Schools International</p> <p><input type="checkbox"/> Christian Schools International</p> <p><input type="checkbox"/> National Association of Episcopal Schools</p> <p><input type="checkbox"/> National Association of Independent Schools</p> <p><input type="checkbox"/> National Catholic Educational Association</p> <p><input type="checkbox"/> National Society of Hebrew Day Schools</p> <p><input type="checkbox"/> The Association of Boarding Schools</p> <p><input type="checkbox"/> Not affiliated with any organization</p> <p>(2021 Grade 4)</p>	<p>3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <p><input type="checkbox"/> American Association of Christian Schools</p> <p><input type="checkbox"/> Association of Christian Schools International</p> <p><input type="checkbox"/> Christian Schools International</p> <p><input type="checkbox"/> National Association of Episcopal Schools</p> <p><input type="checkbox"/> National Association of Independent Schools</p> <p><input type="checkbox"/> National Catholic Educational Association</p> <p><input type="checkbox"/> National Society of Hebrew Day Schools</p> <p><input type="checkbox"/> The Association of Boarding Schools</p> <p><input type="checkbox"/> Not affiliated with any organization</p> <p>Issue: School Climate</p>	NC	N/A
<p>5. What is the current enrollment in your school?</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>(2021 Grade 4)</p>	<p>4. What is the current enrollment in your school?</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>Issue: School Climate</p>	NC	N/A

<p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-90%</p> <p><input type="radio"/> Over 90%</p> <p>(2021 Grade 4)</p>	<p>5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-90%</p> <p><input type="radio"/> Over 90%</p> <p>Issue: School Climate</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>(2021 Grade 4)</p>	<p>6. 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>Issue: School Climate</p>	NC	N/A
<p>8. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>(2021 Grade 4)</p>	<p>7. About what percentage of this year's fourth-graders was held back and is repeating fourth grade?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>Issue: School Climate</p>	NC	N/A
<p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-3%</p> <p><input type="radio"/> 4-6%</p> <p><input type="radio"/> 7-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> Over 20%</p> <p>(2021 Grade 4)</p>	<p>8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-3%</p> <p><input type="radio"/> 4-6%</p> <p><input type="radio"/> 7-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> Over 20%</p> <p>Issue: School Climate</p>	NC	N/A

2022 Operational Grade 4 Core School

Previous item	2022 item	D/A/ R/NC	Rationale
---------------	-----------	--------------	-----------

			+	
<p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-3%</p> <p><input type="radio"/> 4-6%</p> <p><input type="radio"/> 7-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> Over 20%</p> <p>(2021 Grade 4)</p>	<p>9. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-3%</p> <p><input type="radio"/> 4-6%</p> <p><input type="radio"/> 7-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> Over 20%</p> <p>Issue: School Climate</p>		NC	N/A
<p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <p><input type="radio"/> 0-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>(2021 Grade 4)</p>	<p>10. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <p><input type="radio"/> 0-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>Issue: School Climate</p>		NC	N/A
<p>12. Does your school participate in the National School Lunch Program?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2021 Grade 4)</p>	<p>11. Does your school participate in the National School Lunch Program?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Socioeconomic Status</p>		NC	N/A
<p>13. How does the school operate the program?</p> <p><input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.</p> <p><input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).</p> <p>(2021 Grade 4)</p>	<p>12. How does the school operate the program?</p> <p><input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.</p> <p><input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).</p> <p>Issue: Socioeconomic Status</p>		NC	N/A

2022 Operational Grade 4 Core School

Previous item	2022 item	D/A/R/NC+	Rationale																																																																																																				
<p style="text-align: right; font-size: small;">VID4018</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> <p> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-34% <input type="radio"/> 35-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% </p> <p>(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID4018</p> <p>13. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?</p> <p> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-34% <input type="radio"/> 35-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% </p> <p>Issue: Socioeconomic Status</p>	NC	N/A																																																																																																				
<p style="text-align: right; font-size: small;">VID4019</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 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>(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">VID4019</p> <p>14. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)</p> <p> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. </p> <p>Issue: Socioeconomic Status</p>	NC	N/A																																																																																																				
<p style="text-align: right; font-size: small;">VID4020</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;">VID4020</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;">VID4021</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;">VID4022</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;">VID4023</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%		a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4020	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"/>	VID4021	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"/>	VID4022	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"/>	VID4023	<p style="text-align: right; font-size: small;">VID4020</p> <p>15. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VID4024</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;">VID4025</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;">VID4026</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;">VID4027</td> </tr> </tbody> </table> <p>Issue: School Climate</p>		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%		a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4024	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"/>	VID4025	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"/>	VID4026	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"/>	VID4027	NC	N/A
	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%																																																																																															
a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4020																																																																																														
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"/>	VID4021																																																																																														
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"/>	VID4022																																																																																														
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"/>	VID4023																																																																																														
	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%																																																																																															
a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID4024																																																																																														
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"/>	VID4025																																																																																														
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"/>	VID4026																																																																																														
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"/>	VID4027																																																																																														

2022 Operational Grade 4 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale																																										
<p style="text-align: right; font-size: small;">V104020</p> <p>17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? Include only volunteers physically in the school building.</p> <p>Ⓐ 0 Ⓑ 1-5 Ⓒ 6-10 Ⓓ 11-15 Ⓔ 16-25 Ⓕ More than 25</p> <p>(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">V104020</p> <p>16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? Include only volunteers physically in the school building.</p> <p>Ⓐ 0 Ⓑ 1-5 Ⓒ 6-10 Ⓓ 11-15 Ⓔ 16-25 Ⓕ More than 25</p> <p>Issue: School Climate</p>	NC	N/A																																										
<p style="text-align: right; font-size: small;">V104198</p> <p>18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">V104198</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">V104199</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Not applicable	0-10%	11-25%	26-50%	Over 50%		a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V104198	b. Attend teacher-parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V104199	<p style="text-align: right; font-size: small;">V104198</p> <p>17. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>0-10%</th> <th>11-25%</th> <th>26-50%</th> <th>Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">V104198</td> </tr> <tr> <td>b. Attend teacher-parent conferences</td> <td style="text-align: center;">Ⓐ</td> <td style="text-align: center;">Ⓑ</td> <td style="text-align: center;">Ⓒ</td> <td style="text-align: center;">Ⓓ</td> <td style="text-align: center;">Ⓔ</td> <td style="text-align: right; font-size: x-small;">V104199</td> </tr> </tbody> </table> <p>Issue: School Climate</p>		Not applicable	0-10%	11-25%	26-50%	Over 50%		a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V104198	b. Attend teacher-parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V104199	NC	N/A
	Not applicable	0-10%	11-25%	26-50%	Over 50%																																								
a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V104198																																							
b. Attend teacher-parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V104199																																							
	Not applicable	0-10%	11-25%	26-50%	Over 50%																																								
a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V104198																																							
b. Attend teacher-parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	V104199																																							
<p style="text-align: right; font-size: small;">V125369</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"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Itinerant teachers who teach part-time at this school • Employees reported in other items of this section if they also have a part-time teaching assignment at this school <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>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 _____ Full-time teachers</p> <p>b. Part-time _____ Part-time teachers</p>	<p style="text-align: right; font-size: small;">V125369</p> <p>18. For all teacher counts entered in this item:</p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Itinerant teachers who teach part-time at this school • Employees reported in other items of this section if they also have a part-time teaching assignment at this school <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>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 _____ Full-time teachers</p> <p>b. Part-time _____ Part-time teachers</p>	NC	N/A																																										

2022 Operational Grade 4 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
(2021 Grade 4)	Issue: School Climate		
<small>V182401</small> 20. Does your school, district, or diocese offer tenure to teachers? <input type="radio"/> Yes <input type="radio"/> No (2021 Grade 4)	<small>V182401</small> 19. Does your school, district, or diocese offer tenure to teachers? <input type="radio"/> Yes <input type="radio"/> No Issue: School Climate	NC	N/A

2022 Operational Grade 4 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
(2021 Grade 4)	Issue: Technology Use		
<small>V180618</small> 21. In this school year, which of the following types of computers or other digital devices are available in your school or distributed by the school for student use? Select all squares that apply. <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)	<small>V180618</small> 20. In this school year, which of the following types of computers or other digital devices are available in your school or distributed by the school for student use? Select all squares that apply. <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers (including Chromebooks) <input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)	NC	N/A
<small>V182716</small> 22. What is the average age of the desktop computers in your school? <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know.	<small>V182716</small> 21. What is the average age of the desktop computers in your school? <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know.	NC	N/A

2022 Operational Grade 4 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
(2021 Grade 4)	Issue: Technology Use		
<p>23. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> The school distributed desktop computers to students doing distance learning. <p>(2021 Grade 4)</p>	<p>22. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> The school distributed desktop computers to students doing distance learning. <p>Issue: Technology Use</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>(2021 Grade 4)</p>	<p>23. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p>□□□□</p> <p>Issue: Technology Use</p>	NC	N/A
<p>25. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>(2021 Grade 4)</p>	<p>24. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A
<p>26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> The school distributed laptop computers to students doing distance learning. <p>(2021 Grade 4)</p>	<p>25. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> The school distributed laptop computers to students doing distance learning. <p>Issue: Technology Use</p>	NC	N/A

2022 Operational Grade 4 Core School

Previous item	2022 item	D/A/R/NC +	Rationale
<p style="text-align: right; font-size: small;">V181152</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="text-align: center;">□□□□</p> <p>(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">V181152</p> <p>26. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.</p> <p style="text-align: center;">□□□□</p> <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V181718</p> <p>28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">V181718</p> <p>27. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1816793</p> <p>29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> The school distributed tablets to students doing distance learning. <p>(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1816793</p> <p>28. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> The school distributed tablets to students doing distance learning. <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1817371</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"> <input type="radio"/> Yes, everywhere or almost everywhere in the school. <input type="radio"/> Yes, in some areas of the school. <input type="radio"/> No <p>(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">V1817371</p> <p>29. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, everywhere or almost everywhere in the school. <input type="radio"/> Yes, in some areas of the school. <input type="radio"/> No <p>Issue: Technology Use</p>	NC	N/A

Appendix J3-2: Operational Grade 4 CORE

VH240382

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

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

VH860697

2. 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

3. 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

VH253912

4. What is the current enrollment in your school?

VH240208

5. 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%

VH253923

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

 %

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

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

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

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

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

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

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

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

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

- A Yes
- B No

12. How does the school operate the program?

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

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

- 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%

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

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

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

	None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Targeted Title I services	<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

16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? Include only volunteers physically in the school building.

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

VH241938

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

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241940
b. Attend teacher–parent conferences	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241939

18. 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

VH547401

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

- A Yes
- B No

VH860698

20. In this school year, which of the following types of computers or other digital devices are available in your school or distributed by the 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)

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

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

VH860699

22. 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
- Ⓕ The school distributed desktop computers to students doing distance learning.

VH587118

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

VH587129

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

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

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

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G The school distributed laptop computers to students doing distance learning.

VH311502

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

VH587138

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

- 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.

VH860793

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

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G The school distributed tablets to students doing distance learning.

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

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

2022 Operational Grade 8 Core School			
Previous item	2022 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small; margin: 0;">VF1259</p> <p>1. What is your sex?</p> <ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female <p style="margin-top: 20px;">(2021 Grade 8)</p>	<p>N/A</p>	<p>D</p>	<p>This item is recommended to be dropped due to concerns about data validity and a lack of inclusiveness in the response options.</p>
<p style="text-align: right; font-size: small; margin: 0;">VID4082</p> <p>2. What grades are taught in your school? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-kindergarten <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1st grade <input type="checkbox"/> 2nd grade <input type="checkbox"/> 3rd grade <input type="checkbox"/> 4th grade <input type="checkbox"/> 5th grade <input type="checkbox"/> 6th grade <input type="checkbox"/> 7th grade <input type="checkbox"/> 8th grade <input type="checkbox"/> 9th grade <input type="checkbox"/> 10th grade <input type="checkbox"/> 11th grade <input type="checkbox"/> 12th grade <p style="margin-top: 20px;">(2021 Grade 8)</p>	<p style="text-align: right; font-size: small; margin: 0;">VID4082</p> <p>1. What grades are taught in your school? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-kindergarten <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1st grade <input type="checkbox"/> 2nd grade <input type="checkbox"/> 3rd grade <input type="checkbox"/> 4th grade <input type="checkbox"/> 5th grade <input type="checkbox"/> 6th grade <input type="checkbox"/> 7th grade <input type="checkbox"/> 8th grade <input type="checkbox"/> 9th grade <input type="checkbox"/> 10th grade <input type="checkbox"/> 11th grade <input type="checkbox"/> 12th grade <p style="margin-top: 20px;">Issue: School Climate</p>	<p>NC</p>	<p>N/A</p>

2022 Operational Grade 8 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">Y180607</p> <p>3. Can your school be described by any of the following? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elementary school <input type="checkbox"/> Middle or junior high school <input type="checkbox"/> Secondary school <input type="checkbox"/> Regular school with a magnet program <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 <input type="checkbox"/> Special education school: primarily serves students with disabilities <input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education <input type="checkbox"/> Private independent school <input type="checkbox"/> Private religiously affiliated school <input type="checkbox"/> Independent charter school <input type="checkbox"/> Charter school administered by local school district <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">Y180607</p> <p>2. Can your school be described by any of the following? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elementary school <input type="checkbox"/> Middle or junior high school <input type="checkbox"/> Secondary school <input type="checkbox"/> Regular school with a magnet program <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 <input type="checkbox"/> Special education school: primarily serves students with disabilities <input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education <input type="checkbox"/> Private independent school <input type="checkbox"/> Private religiously affiliated school <input type="checkbox"/> Independent charter school <input type="checkbox"/> Charter school administered by local school district <p>Issue: School Climate</p>	NC	N/A
<p style="text-align: right; font-size: small;">Y180791</p> <p>4. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Not affiliated with any organization <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">Y180791</p> <p>3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Association of Christian Schools <input type="checkbox"/> Association of Christian Schools International <input type="checkbox"/> Christian Schools International <input type="checkbox"/> National Association of Episcopal Schools <input type="checkbox"/> National Association of Independent Schools <input type="checkbox"/> National Catholic Educational Association <input type="checkbox"/> National Society of Hebrew Day Schools <input type="checkbox"/> The Association of Boarding Schools <input type="checkbox"/> Not affiliated with any organization <p>Issue: School Climate</p>	NC	N/A
<p style="text-align: right; font-size: small;">Y125912</p> <p>5. What is the current enrollment in your school?</p> <p>□□□□</p> <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">Y125912</p> <p>4. What is the current enrollment in your school?</p> <p>□□□□</p> <p>Issue: School Climate</p>	NC	N/A

<p>6. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-90%</p> <p><input type="radio"/> Over 90%</p> <p>(2021 Grade 8)</p>	<p>5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-90%</p> <p><input type="radio"/> Over 90%</p> <p>Issue: School Climate</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>(2021 Grade 8)</p>	<p>6. 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>Issue: School Climate</p>	NC	N/A
<p>8. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>(2021 Grade 8)</p>	<p>7. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>Issue: School Climate</p>	NC	N/A
<p>9. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-3%</p> <p><input type="radio"/> 4-6%</p> <p><input type="radio"/> 7-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> Over 20%</p> <p>(2021 Grade 8)</p>	<p>8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-3%</p> <p><input type="radio"/> 4-6%</p> <p><input type="radio"/> 7-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> Over 20%</p> <p>Issue: School Climate</p>	NC	N/A

2022 Operational Grade 8 Core School			
Previous item	2022 item	D/A/ R/NC	Rationale

			+		
<p>10. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-3%</p> <p><input type="radio"/> 4-6%</p> <p><input type="radio"/> 7-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> Over 20%</p> <p>(2021 Grade 8)</p>	VID4020	<p>9. Last school year, approximately what percentage of students at your school left before the end of the school year?</p> <p><input type="radio"/> 0%</p> <p><input type="radio"/> 1-3%</p> <p><input type="radio"/> 4-6%</p> <p><input type="radio"/> 7-10%</p> <p><input type="radio"/> 11-20%</p> <p><input type="radio"/> Over 20%</p> <p>Issue: School Climate</p>	VID4020	NC	N/A
<p>11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <p><input type="radio"/> 0-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>(2021 Grade 8)</p>	VID4022	<p>10. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)</p> <p><input type="radio"/> 0-2%</p> <p><input type="radio"/> 3-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> More than 10%</p> <p>Issue: School Climate</p>	VID4022	NC	N/A
<p>12. Does your school participate in the National School Lunch Program?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2021 Grade 8)</p>	VID4025	<p>11. Does your school participate in the National School Lunch Program?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: Socioeconomic Status</p>	VID4025	NC	N/A
<p>13. How does the school operate the program?</p> <p><input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.</p> <p><input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).</p> <p>(2021 Grade 8)</p>	VID4026	<p>12. How does the school operate the program?</p> <p><input type="radio"/> Student eligibility is determined individually, and eligible students receive free or reduced-price lunch.</p> <p><input type="radio"/> All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).</p> <p>Issue: Socioeconomic Status</p>	VID4026	NC	N/A

2022 Operational Grade 8 Core School

Previous item	2022 item	D/A/R/NC +	Rationale																																																																																																				
<p style="text-align: right; font-size: small;">V1E40218</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> <p> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-34% <input type="radio"/> 35-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% </p> <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1E40218</p> <p>13. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?</p> <p> <input type="radio"/> 0% <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-34% <input type="radio"/> 35-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% </p> <p>Issue: Socioeconomic Status</p>	NC	N/A																																																																																																				
<p style="text-align: right; font-size: small;">V1E40219</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 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>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1E40219</p> <p>14. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)</p> <p> <input type="radio"/> No <input type="radio"/> Yes, our school receives funds, which are targeted to eligible students. <input type="radio"/> Yes, our school receives funds, which are used for schoolwide purposes. </p> <p>Issue: Socioeconomic Status</p>	NC	N/A																																																																																																				
<p style="text-align: right; font-size: small;">V1E41920</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 style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1E41921</td> </tr> <tr> <td>b. 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: center;">V1E41922</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: center;">V1E41924</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: center;">V1E41925</td> </tr> </tbody> </table>		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%		a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E41921	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"/>	V1E41922	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"/>	V1E41924	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"/>	V1E41925	<p style="text-align: right; font-size: small;">V1E41920</p> <p>15. Approximately what percentage of students in your school receives the following services? Select one circle in each row. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None</th> <th>1-5%</th> <th>6-10%</th> <th>11-25%</th> <th>26-50%</th> <th>51-75%</th> <th>76-90%</th> <th>Over 90%</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Targeted Title I services</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1E41921</td> </tr> <tr> <td>b. 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: center;">V1E41922</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: center;">V1E41924</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: center;">V1E41925</td> </tr> </tbody> </table> <p>Issue: School Climate</p>		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%		a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E41921	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"/>	V1E41922	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"/>	V1E41924	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"/>	V1E41925	NC	N/A
	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%																																																																																															
a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E41921																																																																																														
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"/>	V1E41922																																																																																														
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"/>	V1E41924																																																																																														
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"/>	V1E41925																																																																																														
	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%																																																																																															
a. Targeted Title I services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E41921																																																																																														
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"/>	V1E41922																																																																																														
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"/>	V1E41924																																																																																														
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"/>	V1E41925																																																																																														

2022 Operational Grade 8 Core School

Previous item	2022 item	D/A/R/NC +	Rationale																																										
(2021 Grade 8)																																													
<p style="text-align: right; font-size: small;">VIG04020</p> <p>17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? Include only volunteers physically in the school building.</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>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">VIG04020</p> <p>16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? Include only volunteers physically in the school building.</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>Issue: School Climate</p>	NC	N/A																																										
<p style="text-align: right; font-size: small;">VIG04198</p> <p>18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not applicable</th> <th style="text-align: center;">0-10%</th> <th style="text-align: center;">11-25%</th> <th style="text-align: center;">26-50%</th> <th style="text-align: center;">Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Volunteer regularly to help in the classroom or another part of the school (include only volunteers physically in the school building.)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><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; text-align: right;">VIG04198</td> </tr> <tr> <td style="font-size: x-small;">b. Attend teacher-parent conferences</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VIG04199</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		Not applicable	0-10%	11-25%	26-50%	Over 50%		a. Volunteer regularly to help in the classroom or another part of the school (include only volunteers physically in the school building.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG04198	b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG04199	<p style="text-align: right; font-size: small;">VIG04198</p> <p>17. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Not applicable</th> <th style="text-align: center;">0-10%</th> <th style="text-align: center;">11-25%</th> <th style="text-align: center;">26-50%</th> <th style="text-align: center;">Over 50%</th> <th></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Volunteer regularly to help in the classroom or another part of the school (include only volunteers physically in the school building.)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><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; text-align: right;">VIG04198</td> </tr> <tr> <td style="font-size: x-small;">b. Attend teacher-parent conferences</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small; text-align: right;">VIG04199</td> </tr> </tbody> </table> <p>Issue: School Climate</p>		Not applicable	0-10%	11-25%	26-50%	Over 50%		a. Volunteer regularly to help in the classroom or another part of the school (include only volunteers physically in the school building.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG04198	b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG04199	NC	N/A
	Not applicable	0-10%	11-25%	26-50%	Over 50%																																								
a. Volunteer regularly to help in the classroom or another part of the school (include only volunteers physically in the school building.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG04198																																							
b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG04199																																							
	Not applicable	0-10%	11-25%	26-50%	Over 50%																																								
a. Volunteer regularly to help in the classroom or another part of the school (include only volunteers physically in the school building.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG04198																																							
b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIG04199																																							

2022 Operational Grade 8 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
<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"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Itinerant teachers who teach part-time at this school • Employees reported in other items of this section if they also have a part-time teaching assignment at this school <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>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>(2021 Grade 8)</p>	<p>18. For all teacher counts entered in this item:</p> <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Regular • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers <p><i>INCLUDE these types of teachers:</i></p> <ul style="list-style-type: none"> • Itinerant teachers who teach part-time at this school • Employees reported in other items of this section if they also have a part-time teaching assignment at this school <p><i>DO NOT INCLUDE:</i></p> <ul style="list-style-type: none"> • Student teachers • Short-term substitute teachers • Teachers who teach ONLY pre-kindergarten or adult education <p>Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? If none, mark (0) in the boxes.</p> <p>a. Full-time</p> <p>_____ Full-time teachers</p> <p>b. Part-time</p> <p>_____ Part-time teachers</p> <p>Issue: School Climate</p>	NC	N/A
<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>(2021 Grade 8)</p>	<p>19. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p>	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 or distributed by the 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>(2021 Grade 8)</p>	<p>20. In this school year, which of the following types of computers or other digital devices are available in your school or distributed by the 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>Issue: Technology Use</p>	NC	N/A

2022 Operational Grade 8 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">V18S7116</p> <p>22. What is the average age of the desktop computers in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V18S7116</p> <p>21. What is the average age of the desktop computers in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V18S6099</p> <p>23. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> The school distributed desktop computers to students doing distance learning. <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V18S6099</p> <p>22. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> The school distributed desktop computers to students doing distance learning. <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V18S7118</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>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V18S7118</p> <p>23. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p>□□□□</p> <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V18S7129</p> <p>25. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V18S7129</p> <p>24. What is the average age of the laptop computers (including Chromebooks) in your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Up to 2 years old <input type="radio"/> More than 2 years but less than 4 years old <input type="radio"/> More than 4 years but less than 6 years old <input type="radio"/> 6 years old or more <input type="radio"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A

2022 Operational Grade 8 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">V1860700</p> <p>26. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> The school distributed laptop computers to students doing distance learning. <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1860700</p> <p>25. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> The school distributed laptop computers to students doing distance learning. <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1815102</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>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1815102</p> <p>26. What is the total number of tablets (for example, Surface Pro, iPad, Kindle Fire) available for students in your school? Enter the number of tablets.</p> <p>□□□□</p> <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1857138</p> <p>28. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1857138</p> <p>27. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Up to 2 years old <input type="checkbox"/> More than 2 years but less than 4 years old <input type="checkbox"/> More than 4 years but less than 6 years old <input type="checkbox"/> 6 years old or more <input type="checkbox"/> I don't know. <p>Issue: Technology Use</p>	NC	N/A
<p style="text-align: right; font-size: small;">V1860700</p> <p>29. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> The school distributed tablets to students doing distance learning. <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V1860700</p> <p>28. In your school, where are tablets (for example, Surface Pro, iPad, Kindle Fire) available for students to work? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In some classrooms <input type="checkbox"/> In all classrooms <input type="checkbox"/> In a media center <input type="checkbox"/> In a computer lab <input type="checkbox"/> In the school library <input type="checkbox"/> On mobile carts <input type="checkbox"/> The school distributed tablets to students doing distance learning. <p>Issue: Technology Use</p>	NC	N/A

2022 Operational Grade 8 Core School

Previous item	2022 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">V18617371</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"> <input type="radio"/> Yes, everywhere or almost everywhere in the school. <input type="radio"/> Yes, in some areas of the school. <input type="radio"/> No <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">V18617371</p> <p>29. In your school, is there a wireless Internet connection that students can use for schoolwork?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, everywhere or almost everywhere in the school. <input type="radio"/> Yes, in some areas of the school. <input type="radio"/> No <p>Issue: Technology Use</p>	NC	N/A

Appendix J3-4: Operational Grade 8 CORE

VH240382

1. 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

VH860697

2. 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/math school, performing arts school, talented/gifted school, foreign language immersion
- 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

3. 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

VH253912

4. What is the current enrollment in your school?

VH240208

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

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

VH253943

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

 %

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

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

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

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

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

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

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

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

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

- Yes
- No

12. How does the school operate the program?

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

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

- 0%
- 1–5%
- 6–10%
- 11–25%
- 26–34%
- 35–50%
- 51–75%
- 76–99%
- 100%

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

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

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

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<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

16. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school? Include only volunteers physically in the school building.

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

VH241938

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

	Not applicable	0-10%	11-25%	26-50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241940
b. Attend teacher-parent conferences	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241939

18. 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

VH547401

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

- Yes
- No

VH860698

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

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

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

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

22. 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
- Ⓕ The school distributed desktop computers to students doing distance learning.

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

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

- Ⓐ 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.

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

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G The school distributed laptop computers to students doing distance learning.

VH311502

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

VH587138

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

- 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.

VH860793

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

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F On mobile carts
- G The school distributed tablets to students doing distance learning.

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

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

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

2022 Operational Grade 4 and 8 Charter School			
Previous item	2022 item	D/A/ R/NC +	Rationale
<p>1. Is your school a public charter school?</p> <p style="font-size: small;">(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>(2021 Grade 4, 8, and 12)</p>	<p>1. Is your school a public charter school?</p> <p style="font-size: small;">(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Issue: School Climate</p>	NC	N/A
<p>2. In which year did your school start providing instruction as a charter school?</p> <p>□□□□</p> <p>(2021 Grade 4, 8, and 12)</p>	<p>2. In which year did your school start providing instruction as a charter school?</p> <p>□□□□</p> <p>Issue: School Climate</p>	NC	N/A
<p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p>(2021 Grade 4, 8, and 12)</p>	<p>3. Who granted your school's current charter?</p> <p><input type="radio"/> School district</p> <p><input type="radio"/> State board of education (includes state board of regents and District of Columbia State Board of Education)</p> <p><input type="radio"/> Postsecondary institution</p> <p><input type="radio"/> State charter-granting agency</p> <p><input type="radio"/> City or state public charter school board</p> <p>Issue: School Climate</p>	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>(2021 Grade 4, 8, and 12)</p>	<p>4. What is the legal status of your school?</p> <p><input type="radio"/> Officially part of the school district or local education agency (LEA)</p> <p><input type="radio"/> Independent from the school district or local education agency (LEA)</p> <p><input type="radio"/> A separate local education agency (LEA) as stipulated by state law</p> <p>Issue: School Climate</p>	NC	N/A

2022 Operational Grade 4 and 8 Charter School

Previous item	2022 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>(2021 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>Issue: School Climate</p>	NC	N/A																																																																								
<p>6. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <p><input type="radio"/> We have a comprehensive curriculum with no specialized area of focus.</p> <p><input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</p> <p><input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</p> <p><input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p>(2021 Grade 4, 8, and 12)</p>	<p>6. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <p><input type="radio"/> We have a comprehensive curriculum with no specialized area of focus.</p> <p><input type="radio"/> We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</p> <p><input type="radio"/> Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</p> <p><input type="radio"/> Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p>Issue: School Climate</p>	NC	N/A																																																																								
<p>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>(2021 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>Issue: School Climate</p>	NC	N/A																																																																								
<p>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</p> <table border="1" data-bbox="134 1497 683 1709"> <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>VH241947</td> </tr> <tr> <td>b. Home learning environment</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241951</td> </tr> <tr> <td>c. Homework</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241946</td> </tr> <tr> <td>d. Parent-teacher communication</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241953</td> </tr> <tr> <td>e. Parent volunteering</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241952</td> </tr> <tr> <td>f. School discipline policy</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241948</td> </tr> <tr> <td>g. Student attendance</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241945</td> </tr> <tr> <td>h. Student promotion policy</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241950</td> </tr> </tbody> </table> <p>(2021 Grade 4, 8, and 12)</p>		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	<p>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</p> <table border="1" data-bbox="722 1497 1271 1709"> <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>VH241947</td> </tr> <tr> <td>b. Home learning environment</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241951</td> </tr> <tr> <td>c. Homework</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241946</td> </tr> <tr> <td>d. Parent-teacher communication</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241953</td> </tr> <tr> <td>e. Parent volunteering</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241952</td> </tr> <tr> <td>f. School discipline policy</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241948</td> </tr> <tr> <td>g. Student attendance</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241945</td> </tr> <tr> <td>h. Student promotion policy</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH241950</td> </tr> </tbody> </table> <p>Issue: School Climate</p>		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	NC	N/A
	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																																																																								
	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 J3-6: 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?

VIE60788

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

2022 Operational Grade 4 Mathematics School			
Previous item	2022 item	D/A/ R/NC +	Rationale
<small style="float: right;">VIE2070</small> <p>1. In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>(2021 Grade 4)</p>	<small style="float: right;">VIE2070</small> <p>1. In your school, are fourth-grade students from different classes typically grouped for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<small style="float: right;">VIE2071</small> <p>2. In your school, how often are fourth-grade students' mathematics placements evaluated?</p> <p><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.</p> <p>(2021 Grade 4)</p>	<small style="float: right;">VIE2071</small> <p>2. In your school, how often are fourth-grade students' mathematics placements evaluated?</p> <p><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.</p> <p>Issue: Organization of Instruction</p>	NC	N/A
<small style="float: right;">VIE9161</small> <p>3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="font-size: 1.2em;">□ □</p> <p>(2021 Grade 4)</p>	<small style="float: right;">VIE9161</small> <p>3. This year, how many fourth-grade teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="font-size: 1.2em;">□ □</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<small style="float: right;">VIE4068</small> <p>4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers <input type="radio"/> Yes, available part-time to fourth-grade teachers <input type="radio"/> No</p> <p>(2021 Grade 4)</p>	<small style="float: right;">VIE4068</small> <p>4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to fourth-grade teachers <input type="radio"/> Yes, available part-time to fourth-grade teachers <input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A

2022 Operational Grade 4 Mathematics School
--

Previous item	2022 item	D/A/R/NC +	Rationale																																																																																
<p>5. To what extent are each of the following a responsibility of the mathematics coach(es) available to fourth-grade teachers at your school? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40916</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40917</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40918</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40916	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"/>	VHE40917	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"/>	VHE40918	<p>5. To what extent are each of the following a responsibility of the mathematics coach(es) available to fourth-grade teachers at your school? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40916</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40917</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40918</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40916	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"/>	VHE40917	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"/>	VHE40918	NC	N/A																																
	Not at all	Small extent	Moderate extent	Large extent																																																																															
a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40916																																																																														
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"/>	VHE40917																																																																														
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"/>	VHE40918																																																																														
	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"/>	VHE40916																																																																														
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"/>	VHE40917																																																																														
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"/>	VHE40918																																																																														
<p>6. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in algebraic concepts, such as patterns and writing number sentences? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not taught</th> <th>No emphasis</th> <th>Little emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th>Grade not in school</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Third grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40906</td> </tr> <tr> <td>b. Fourth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40909</td> </tr> <tr> <td>c. Fifth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40908</td> </tr> <tr> <td>d. Sixth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40907</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school		a. Third grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40906	b. Fourth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40909	c. Fifth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40908	d. Sixth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40907	<p>6. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in algebraic concepts, such as patterns and writing number sentences? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not taught</th> <th>No emphasis</th> <th>Little emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th>Grade not in school</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Third grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40906</td> </tr> <tr> <td>b. Fourth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40909</td> </tr> <tr> <td>c. Fifth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40908</td> </tr> <tr> <td>d. Sixth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40907</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school		a. Third grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40906	b. Fourth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40909	c. Fifth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40908	d. Sixth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40907	NC	N/A
	Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school																																																																													
a. Third grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40906																																																																												
b. Fourth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40909																																																																												
c. Fifth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40908																																																																												
d. Sixth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40907																																																																												
	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"/>	VHE40906																																																																												
b. Fourth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40909																																																																												
c. Fifth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40908																																																																												
d. Sixth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40907																																																																												
<p>7. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40921</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40920</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40923</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40921	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40920	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40923	<p>7. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40921</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40920</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VHE40923</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40921	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40920	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40923	NC	N/A																																
	Not at all	Small extent	Moderate extent	Large extent																																																																															
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40921																																																																														
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40920																																																																														
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40923																																																																														
	Not at all	Small extent	Moderate extent	Large extent																																																																															
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40921																																																																														
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40920																																																																														
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHE40923																																																																														

2022 Operational Grade 4 Mathematics School

Previous item	2022 item	D/A/R/NC	Rationale

<p>8. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.0034</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.0035</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.0033</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Y1E1.0034	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0035	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0033	<p>8. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.0034</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.0035</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.0033</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0034	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0035	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0033	+	NC N/A								
	Not at all	Small extent	Moderate extent	Large extent																																																							
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Y1E1.0034																																																						
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0035																																																						
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0033																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																							
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0034																																																						
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0035																																																						
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E1.0033																																																						
<p>9. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics competitions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70437</td> </tr> <tr> <td>b. Chess clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70438</td> </tr> <tr> <td>c. Programming classes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70440</td> </tr> <tr> <td>d. Mathematics clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70441</td> </tr> <tr> <td>e. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70443</td> </tr> <tr> <td>f. Family mathematics night</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70445</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Yes	No		a. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	Y1E1.70437	b. Chess clubs	<input type="radio"/>	<input type="radio"/>	Y1E1.70438	c. Programming classes	<input type="radio"/>	<input type="radio"/>	Y1E1.70440	d. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	Y1E1.70441	e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	Y1E1.70443	f. Family mathematics night	<input type="radio"/>	<input type="radio"/>	Y1E1.70445	<p>9. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics competitions</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70437</td> </tr> <tr> <td>b. Chess clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70438</td> </tr> <tr> <td>c. Programming classes</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70440</td> </tr> <tr> <td>d. Mathematics clubs</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70441</td> </tr> <tr> <td>e. Teacher-led tutoring sessions in mathematics for groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70443</td> </tr> <tr> <td>f. Family mathematics night</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E1.70445</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	Y1E1.70437	b. Chess clubs	<input type="radio"/>	<input type="radio"/>	Y1E1.70438	c. Programming classes	<input type="radio"/>	<input type="radio"/>	Y1E1.70440	d. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	Y1E1.70441	e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	Y1E1.70443	f. Family mathematics night	<input type="radio"/>	<input type="radio"/>	Y1E1.70445	NC	N/A
	Yes	No																																																									
a. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	Y1E1.70437																																																								
b. Chess clubs	<input type="radio"/>	<input type="radio"/>	Y1E1.70438																																																								
c. Programming classes	<input type="radio"/>	<input type="radio"/>	Y1E1.70440																																																								
d. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	Y1E1.70441																																																								
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	Y1E1.70443																																																								
f. Family mathematics night	<input type="radio"/>	<input type="radio"/>	Y1E1.70445																																																								
	Yes	No																																																									
a. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	Y1E1.70437																																																								
b. Chess clubs	<input type="radio"/>	<input type="radio"/>	Y1E1.70438																																																								
c. Programming classes	<input type="radio"/>	<input type="radio"/>	Y1E1.70440																																																								
d. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	Y1E1.70441																																																								
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	Y1E1.70443																																																								
f. Family mathematics night	<input type="radio"/>	<input type="radio"/>	Y1E1.70445																																																								

Appendix J3-8: Operational Grade 4 Mathematics

VH270370

1. In your school, are fourth-grade students from different classes typically **grouped** for mathematics instruction by achievement levels (so that some instruction groups are higher in average mathematics achievement levels than others)?
- Yes
 - No

VH270371

2. In your school, how often are fourth-grade students' mathematics placements evaluated?
- Once a year
 - Once a marking period (semester, trimester)
 - More than once a marking period (semester, trimester)
 - Students are not grouped by achievement level.

VH591761

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

VH240068

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

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

	Not at all	Small extent	Moderate extent	Large extent	
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 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 J3-9: Summary of Changes Operational Grade 8 Mathematics

2022 Operational Grade 8 Mathematics School			
Previous item	2022 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small; margin: 0;">VH81075</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> <ul style="list-style-type: none"> <input type="radio"/> 0–10% <input type="radio"/> 11–20% <input type="radio"/> 21–30% <input type="radio"/> 31–40% <input type="radio"/> 41–50% <input type="radio"/> More than 50% <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small; margin: 0;">VH81075</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> <ul style="list-style-type: none"> <input type="radio"/> 0–10% <input type="radio"/> 11–20% <input type="radio"/> 21–30% <input type="radio"/> 31–40% <input type="radio"/> 41–50% <input type="radio"/> More than 50% <p>Issue: Organization of Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small; margin: 0;">VH27833</p> <p>2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="margin: 5px 0;">□ □</p> <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small; margin: 0;">VH27833</p> <p>2. This year, how many teachers are teaching mathematics in your school? Enter the number of teachers.</p> <p style="margin: 5px 0;">□ □</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A
<p style="text-align: right; font-size: small; margin: 0;">VH11023</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> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–20% <input type="radio"/> 21–30% <input type="radio"/> 31–40% <input type="radio"/> 41–50% <input type="radio"/> More than 50% <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small; margin: 0;">VH11023</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> <ul style="list-style-type: none"> <input type="radio"/> 0% <input type="radio"/> 1–5% <input type="radio"/> 6–10% <input type="radio"/> 11–20% <input type="radio"/> 21–30% <input type="radio"/> 31–40% <input type="radio"/> 41–50% <input type="radio"/> More than 50% <p>Issue: Resources for Learning and Instruction</p>	NC	N/A

2022 Operational Grade 8 Mathematics School

Previous item	2022 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;"> <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;">V1E27060</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;">V1E27061</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;">V1E27063</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;">V1E27064</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		Yes	No		a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	V1E27060	b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	V1E27061	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"/>	V1E27063	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"/>	V1E27064	<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;"> <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;">V1E27060</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;">V1E27061</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;">V1E27063</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;">V1E27064</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	V1E27060	b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	V1E27061	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"/>	V1E27063	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"/>	V1E27064	NC	N/A								
	Yes	No																																																	
a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	V1E27060																																																
b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	V1E27061																																																
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"/>	V1E27063																																																
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"/>	V1E27064																																																
	Yes	No																																																	
a. There are students in my school who take high school mathematics classes.	<input type="radio"/>	<input type="radio"/>	V1E27060																																																
b. My school provides credit for students who take high school or college mathematics classes.	<input type="radio"/>	<input type="radio"/>	V1E27061																																																
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"/>	V1E27063																																																
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"/>	V1E27064																																																
<p>5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p>(2021 Grade 8)</p>	<p>5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																
<p>6. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="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: small;">V1E4094</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4096</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4095</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4094	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"/>	V1E4096	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"/>	V1E4095	<p>6. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide support or assistance about mathematics content</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="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: small;">V1E4094</td> </tr> <tr> <td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4096</td> </tr> <tr> <td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4095</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4094	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"/>	V1E4096	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"/>	V1E4095	NC	N/A
	Not at all	Small extent	Moderate extent	Large extent																																															
a. Provide support or assistance about mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4094																																														
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"/>	V1E4096																																														
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"/>	V1E4095																																														
	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"/>	V1E4094																																														
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"/>	V1E4096																																														
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"/>	V1E4095																																														
<p>7. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4091</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4093</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4092</td> </tr> </tbody> </table>		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"/>	V1E4091	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4093	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4092	<p>7. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4091</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4093</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V1E4092</td> </tr> </tbody> </table>		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"/>	V1E4091	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4093	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4092	NC	N/A
	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"/>	V1E4091																																														
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4093																																														
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4092																																														
	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"/>	V1E4091																																														
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4093																																														
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E4092																																														

2022 Operational Grade 8 Mathematics School

Previous item	2022 item	D/A/ R/NC +	Rationale																																																								
(2021 Grade 8)	Issue: Organization of instruction																																																										
<p style="text-align: right; font-size: small;">V1E24067</p> <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> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V1E24070</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-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 type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V1E24069</td> </tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24070	b. State assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24071	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24069	<p style="text-align: right; font-size: small;">V1E24067</p> <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> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V1E24070</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-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 type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-x-small;">V1E24069</td> </tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24070	b. State assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24071	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24069	NC	N/A								
	Not at all	Small extent	Moderate extent	Large extent																																																							
a. District assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24070																																																						
b. State assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24071																																																						
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24069																																																						
	Not at all	Small extent	Moderate extent	Large extent																																																							
a. District assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24070																																																						
b. State assessments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24071																																																						
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E24069																																																						
(2021 Grade 8)	Issue: Organization of instruction																																																										
<p style="text-align: right; font-size: small;">V1E27634</p> <p>9. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-x-small;">V1E27637</td> </tr> <tr> <td>b. Chess clubs</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-x-small;">V1E27638</td> </tr> <tr> <td>c. Programming classes</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-x-small;">V1E27640</td> </tr> <tr> <td>d. Mathematics clubs</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-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 type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-x-small;">V1E27643</td> </tr> <tr> <td>f. Family mathematics night</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-x-small;">V1E27645</td> </tr> </tbody> </table>		Yes	No		a. Mathematics competitions	<input type="radio"/>	<input checked="" type="radio"/>	V1E27637	b. Chess clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E27638	c. Programming classes	<input type="radio"/>	<input checked="" type="radio"/>	V1E27640	d. Mathematics clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E27641	e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input checked="" type="radio"/>	V1E27643	f. Family mathematics night	<input type="radio"/>	<input checked="" type="radio"/>	V1E27645	<p style="text-align: right; font-size: small;">V1E27634</p> <p>9. In this school year, did your school offer any of the following activities? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Mathematics competitions</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-x-small;">V1E27637</td> </tr> <tr> <td>b. Chess clubs</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-x-small;">V1E27638</td> </tr> <tr> <td>c. Programming classes</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-x-small;">V1E27640</td> </tr> <tr> <td>d. Mathematics clubs</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-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 type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="font-size: x-x-small;">V1E27643</td> </tr> <tr> <td>f. Family mathematics night</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-x-small;">V1E27645</td> </tr> </tbody> </table>		Yes	No		a. Mathematics competitions	<input type="radio"/>	<input checked="" type="radio"/>	V1E27637	b. Chess clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E27638	c. Programming classes	<input type="radio"/>	<input checked="" type="radio"/>	V1E27640	d. Mathematics clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E27641	e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input checked="" type="radio"/>	V1E27643	f. Family mathematics night	<input type="radio"/>	<input checked="" type="radio"/>	V1E27645	NC	N/A
	Yes	No																																																									
a. Mathematics competitions	<input type="radio"/>	<input checked="" type="radio"/>	V1E27637																																																								
b. Chess clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E27638																																																								
c. Programming classes	<input type="radio"/>	<input checked="" type="radio"/>	V1E27640																																																								
d. Mathematics clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E27641																																																								
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input checked="" type="radio"/>	V1E27643																																																								
f. Family mathematics night	<input type="radio"/>	<input checked="" type="radio"/>	V1E27645																																																								
	Yes	No																																																									
a. Mathematics competitions	<input type="radio"/>	<input checked="" type="radio"/>	V1E27637																																																								
b. Chess clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E27638																																																								
c. Programming classes	<input type="radio"/>	<input checked="" type="radio"/>	V1E27640																																																								
d. Mathematics clubs	<input type="radio"/>	<input checked="" type="radio"/>	V1E27641																																																								
e. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input checked="" type="radio"/>	V1E27643																																																								
f. Family mathematics night	<input type="radio"/>	<input checked="" type="radio"/>	V1E27645																																																								
(2021 Grade 8)	Issue: Resources for Learning and Instruction																																																										

Appendix J3-10: Operational Grade 8 Mathematics

VH191775

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%

VH270533

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

VH811923

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

- 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

2022 Operational Grade 4 Reading School																																									
Previous item	2022 item	D/A/ R/NC +	Rationale																																						
<p style="text-align: right; font-size: small;">VIE4000</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 style="margin-top: 20px;">(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4000</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 style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>	NC	N/A																																						
<p style="text-align: right; font-size: small;">VIE4062</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 style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">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; text-align: right;">YI845246</td> </tr> <tr> <td style="padding: 2px;">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; text-align: right;">YH559955</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2021 Grade 4)</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"/>	YI845246	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH559955	<p style="text-align: right; font-size: small;">VIE4062</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 style="text-align: center;">Not at all</th> <th style="text-align: center;">Small extent</th> <th style="text-align: center;">Moderate extent</th> <th style="text-align: center;">Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">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; text-align: right;">YI845246</td> </tr> <tr> <td style="padding: 2px;">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; text-align: right;">YH559955</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YI845246	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH559955	NC	N/A		
	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"/>	YI845246																																				
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH559955																																				
	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"/>	YI845246																																				
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YH559955																																				
<p style="text-align: right; font-size: small;">VIE4003</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 style="margin-top: 20px;">(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">VIE4003</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 style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>	NC	N/A																																						

2022 Operational Grade 4 Reading School					
Previous item	2022 item	D/A/ R/NC +	Rationale		
		+			

<p>4. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40567</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40568</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40567	b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40568	<p>4. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40567</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40568</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40567	b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40568	NC	N/A												
	Not at all	Small extent	Moderate extent	Large extent																																															
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40567																																														
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40568																																														
	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"/>	Y1E.40567																																														
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40568																																														
<p>5. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40607</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40608</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40609</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40607	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40608	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40609	<p>5. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40607</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40608</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.40609</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40607	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40608	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40609	NC	N/A
	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"/>	Y1E.40607																																														
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40608																																														
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40609																																														
	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"/>	Y1E.40607																																														
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40608																																														
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.40609																																														
<p>6. To what extent does your school's fourth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.50209</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.50208</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.50210</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50209	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50208	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50210	<p>6. To what extent does your school's fourth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.50209</td> </tr> <tr> <td>b. State assessments</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.50208</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Y1E.50210</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50209	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50208	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50210	NC	N/A
	Not at all	Small extent	Moderate extent	Large extent																																															
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50209																																														
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50208																																														
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50210																																														
	Not at all	Small extent	Moderate extent	Large extent																																															
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50209																																														
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50208																																														
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1E.50210																																														

2022 Operational Grade 4 Reading School			
Previous item	2022 item	D/A/ R/NC +	Rationale

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.

VH35489

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input checked="" type="radio"/>	VH35489
b. Reading specialists or literacy coaches	<input type="radio"/>	<input checked="" type="radio"/>	VH35490
c. Speech pathologists	<input type="radio"/>	<input checked="" type="radio"/>	VH35494
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	VH35492
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	VH35491
f. Parent volunteers	<input type="radio"/>	<input checked="" type="radio"/>	VH35493

(2021 Grade 4)

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.

VH35489

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input checked="" type="radio"/>	VH35489
b. Reading specialists or literacy coaches	<input type="radio"/>	<input checked="" type="radio"/>	VH35490
c. Speech pathologists	<input type="radio"/>	<input checked="" type="radio"/>	VH35494
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	VH35492
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	VH35491
f. Parent volunteers	<input type="radio"/>	<input checked="" type="radio"/>	VH35493

Issue: Resources for Learning and Instruction

NC

N/A

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.

VH84126

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input checked="" type="radio"/>	VH84130
b. Reading specialists or literacy coaches	<input type="radio"/>	<input checked="" type="radio"/>	VH84127
c. Speech pathologists	<input type="radio"/>	<input checked="" type="radio"/>	VH84128
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/>	<input checked="" type="radio"/>	VH84131
e. Parent volunteers	<input type="radio"/>	<input checked="" type="radio"/>	VH84131

(2021 Grade 4)

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.

VH84126

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input checked="" type="radio"/>	VH84130
b. Reading specialists or literacy coaches	<input type="radio"/>	<input checked="" type="radio"/>	VH84127
c. Speech pathologists	<input type="radio"/>	<input checked="" type="radio"/>	VH84128
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/>	<input checked="" type="radio"/>	VH84131
e. Parent volunteers	<input type="radio"/>	<input checked="" type="radio"/>	VH84131

Issue: Resources for Learning and Instruction

NC

N/A

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.

VH26137

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH26138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH26140
c. Library books	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH26142

(2021 Grade 8)

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.

VH26137

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH26138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH26140
c. Library books	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH26142

Issue: Resources for Learning and Instruction

NC

N/A

Appendix J3-12: Operational Grade 4 Reading

V1240020

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

- A Yes, available full-time to fourth-grade students
- B Yes, available part-time to fourth-grade students
- C No

V1240562

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	V18845246
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	V1259935

V1240021

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

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

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

VF240565

	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"/>	VF240567
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"/>	VF240566

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

VF240605

	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"/>	VF240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VF240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VF240609

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"/>	VH133509
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH133508
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 checked="" type="radio"/>	VH133489
b. Reading specialists or literacy coaches	<input type="radio"/>	<input checked="" type="radio"/>	VH133490
c. Speech pathologists	<input type="radio"/>	<input checked="" type="radio"/>	VH133494
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	VH133492
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	VH133491
f. Parent volunteers	<input type="radio"/>	<input checked="" type="radio"/>	VH133493

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

2022 Operational Grade 8 Reading School																																										
Previous item	2022 item				D/A/ R/NC +	Rationale																																				
<p style="text-align: right; font-size: small; margin: 0;">V1E04022</p> <p>1. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, available full-time to eighth-grade students <input type="radio"/> Yes, available part-time to eighth-grade students <input type="radio"/> No <p style="margin-top: 20px;">(2021 Grade 8)</p>	<p style="text-align: right; font-size: small; margin: 0;">V1E04022</p> <p>1. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, available full-time to eighth-grade students <input type="radio"/> Yes, available part-time to eighth-grade students <input type="radio"/> No <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>				NC	N/A																																				
<p style="text-align: right; font-size: small; margin: 0;">V1E04099</p> <p>2. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%;">Not at all</th> <th style="width: 10%;">Small extent</th> <th style="width: 10%;">Moderate extent</th> <th style="width: 10%;">Large extent</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">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="text-align: right; font-size: x-small; vertical-align: bottom;">V1E04271</td> </tr> <tr> <td style="padding: 2px;">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="text-align: right; font-size: x-small; vertical-align: bottom;">V1E05963</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2021 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E04271	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E05963	<p style="text-align: right; font-size: small; margin: 0;">V1E04099</p> <p>2. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%;">Not at all</th> <th style="width: 10%;">Small extent</th> <th style="width: 10%;">Moderate extent</th> <th style="width: 10%;">Large extent</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">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="text-align: right; font-size: x-small; vertical-align: bottom;">V1E04271</td> </tr> <tr> <td style="padding: 2px;">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="text-align: right; font-size: x-small; vertical-align: bottom;">V1E05963</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>					Not at all	Small extent	Moderate extent	Large extent		a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E04271	b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E05963	NC	N/A
	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"/>	V1E04271																																					
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E05963																																					
	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"/>	V1E04271																																					
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1E05963																																					

2022 Operational Grade 8 Reading School						
Previous item	2022 item				D/A/ R/NC +	Rationale
					+	

<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>(2021 Grade 8)</p>	<p>3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p>Issue: Resources for Learning and Instruction</p>	NC	N/A																																																
<p>4. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select one circle in each row.</p> <table border="1" data-bbox="131 506 695 751"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4004</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4003</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4004	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"/>	V12D4003	<p>4. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Select one circle in each row.</p> <table border="1" data-bbox="719 506 1282 751"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4004</td> </tr> <tr> <td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4003</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4004	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"/>	V12D4003	NC	N/A												
	Not at all	Small extent	Moderate extent	Large extent																																															
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4004																																														
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"/>	V12D4003																																														
	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"/>	V12D4004																																														
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"/>	V12D4003																																														
<p>5. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" data-bbox="131 989 672 1188"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4007</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4006</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4009</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		Not at all	Small extent	Moderate extent	Large extent		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4007	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4006	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4009	<p>5. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p> <table border="1" data-bbox="719 989 1260 1188"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4007</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4006</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>V12D4009</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4007	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4006	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4009	NC	N/A
	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"/>	V12D4007																																														
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4006																																														
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4009																																														
	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"/>	V12D4007																																														
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4006																																														
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V12D4009																																														

2022 Operational Grade 8 Reading School

Previous item	2022 item	D/A/R/NC +	Rationale
----------------------	------------------	-----------------------------	------------------

<p>6. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240618</td> </tr> <tr> <td>b. State assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240619</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240617</td> </tr> </tbody> </table> <p>(2021 Grade 8)</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"/>	VH240618	b. State assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240619	c. School assessments (e.g., quizzes or tests created by teachers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240617	<p>6. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240618</td> </tr> <tr> <td>b. State assessments</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240619</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VH240617</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Not at all	Small extent	Moderate extent	Large extent		a. District assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240618	b. State assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240619	c. School assessments (e.g., quizzes or tests created by teachers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240617	NC	N/A								
	Not at all	Small extent	Moderate extent	Large extent																																																							
a. District assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240618																																																						
b. State assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240619																																																						
c. School assessments (e.g., quizzes or tests created by teachers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240617																																																						
	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"/>	VH240618																																																						
b. State assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240619																																																						
c. School assessments (e.g., quizzes or tests created by teachers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240617																																																						
<p>7. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240621</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240622</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240623</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240624</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240627</td> </tr> <tr> <td>f. Parent volunteers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240626</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		Yes	No		a. Special Education teachers (and related service providers)	<input checked="" type="radio"/>	<input type="radio"/>	VH240621	b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH240622	c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH240623	d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	VH240624	e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	VH240627	f. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH240626	<p>7. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Special Education teachers (and related service providers)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240621</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240622</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240623</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240624</td> </tr> <tr> <td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240627</td> </tr> <tr> <td>f. Parent volunteers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH240626</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Special Education teachers (and related service providers)	<input checked="" type="radio"/>	<input type="radio"/>	VH240621	b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH240622	c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH240623	d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	VH240624	e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	VH240627	f. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH240626	NC	N/A
	Yes	No																																																									
a. Special Education teachers (and related service providers)	<input checked="" type="radio"/>	<input type="radio"/>	VH240621																																																								
b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH240622																																																								
c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH240623																																																								
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	VH240624																																																								
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	VH240627																																																								
f. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH240626																																																								
	Yes	No																																																									
a. Special Education teachers (and related service providers)	<input checked="" type="radio"/>	<input type="radio"/>	VH240621																																																								
b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH240622																																																								
c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH240623																																																								
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	VH240624																																																								
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input checked="" type="radio"/>	<input type="radio"/>	VH240627																																																								
f. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH240626																																																								

2022 Operational Grade 8 Reading School

Previous item	2022 item	D/A/R/NC +	Rationale																																																
<p>8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English-language learners (ELLs)? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562377</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562374</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562375</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562378</td> </tr> <tr> <td>e. Parent volunteers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562376</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		Yes	No		a. Certified ELL/bilingual education teachers	<input checked="" type="radio"/>	<input type="radio"/>	VH562377	b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH562374	c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH562375	d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input checked="" type="radio"/>	<input type="radio"/>	VH562378	e. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH562376	<p>8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English-language learners (ELLs)? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562377</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562374</td> </tr> <tr> <td>c. Speech pathologists</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562375</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562378</td> </tr> <tr> <td>e. Parent volunteers</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>VH562376</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes	No		a. Certified ELL/bilingual education teachers	<input checked="" type="radio"/>	<input type="radio"/>	VH562377	b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH562374	c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH562375	d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input checked="" type="radio"/>	<input type="radio"/>	VH562378	e. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH562376	NC	N/A
	Yes	No																																																	
a. Certified ELL/bilingual education teachers	<input checked="" type="radio"/>	<input type="radio"/>	VH562377																																																
b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH562374																																																
c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH562375																																																
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input checked="" type="radio"/>	<input type="radio"/>	VH562378																																																
e. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH562376																																																
	Yes	No																																																	
a. Certified ELL/bilingual education teachers	<input checked="" type="radio"/>	<input type="radio"/>	VH562377																																																
b. Reading specialists or literacy coaches	<input checked="" type="radio"/>	<input type="radio"/>	VH562374																																																
c. Speech pathologists	<input checked="" type="radio"/>	<input type="radio"/>	VH562375																																																
d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input checked="" type="radio"/>	<input type="radio"/>	VH562378																																																
e. Parent volunteers	<input checked="" type="radio"/>	<input type="radio"/>	VH562376																																																

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"/>	VID60138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID60140
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID60142

(2021 Grade 8)

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"/>	VID60138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID60140
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID60142

Issue: Resources for Learning and Instruction

NC

N/A

Appendix J3-14: Operational Grade 8 Reading

VH240022

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

VH240599

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"/>	VH562871
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"/>	VH259963

VH240023

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<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.

	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.

	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"/>	VHS60138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS60140
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS60142

Appendix J3-15: Summary of Operational Grade 8 Social Studies School Items

2022 Operational Grade 8 Social Studies School																																																																																								
Previous item	2022 item						D/A/ R/NC +	Rationale																																																																																
<p>1. At what grade do students in your school typically take the following classes? Select one or more squares in each row. Y1404277</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 8%;">5th grade</th> <th style="width: 8%;">6th grade</th> <th style="width: 8%;">7th grade</th> <th style="width: 8%;">8th grade</th> <th style="width: 8%;">9th grade</th> <th style="width: 10%;">This class is not offered in my school.</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. A class primarily focused on civics and/or United States government</td> <td><input type="radio"/></td> <td><input 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;">Y1404278</td> </tr> <tr> <td style="font-size: x-small;">b. A class primarily focused on geography</td> <td><input type="radio"/></td> <td><input 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;">Y1404279</td> </tr> <tr> <td style="font-size: x-small;">c. A class primarily focused on United States history</td> <td><input type="radio"/></td> <td><input 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;">Y1404280</td> </tr> <tr> <td style="font-size: x-small;">d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)</td> <td><input type="radio"/></td> <td><input 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;">Y1404281</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2018 Grade 8)</p>		5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.		a. A class primarily focused on civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404278	b. A class primarily focused on geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404279	c. A class primarily focused on United States history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404280	d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404281	<p>1. At what grade do students in your school typically take the following classes? Select one or more squares in each row. Y1404277</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 8%;">5th grade</th> <th style="width: 8%;">6th grade</th> <th style="width: 8%;">7th grade</th> <th style="width: 8%;">8th grade</th> <th style="width: 8%;">9th grade</th> <th style="width: 10%;">This class is not offered in my school.</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. A class primarily focused on civics and/or United States government</td> <td><input type="radio"/></td> <td><input 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;">Y1404278</td> </tr> <tr> <td style="font-size: x-small;">b. A class primarily focused on geography</td> <td><input type="radio"/></td> <td><input 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;">Y1404279</td> </tr> <tr> <td style="font-size: x-small;">c. A class primarily focused on United States history</td> <td><input type="radio"/></td> <td><input 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;">Y1404280</td> </tr> <tr> <td style="font-size: x-small;">d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)</td> <td><input type="radio"/></td> <td><input 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;">Y1404281</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Organization of Instruction</p>							5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.		a. A class primarily focused on civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404278	b. A class primarily focused on geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404279	c. A class primarily focused on United States history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404280	d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404281	NC	N/A
	5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.																																																																																		
a. A class primarily focused on civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404278																																																																																	
b. A class primarily focused on geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404279																																																																																	
c. A class primarily focused on United States history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404280																																																																																	
d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404281																																																																																	
	5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.																																																																																		
a. A class primarily focused on civics and/or United States government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404278																																																																																	
b. A class primarily focused on geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404279																																																																																	
c. A class primarily focused on United States history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404280																																																																																	
d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404281																																																																																	
<p>2. This year, have the following professional development programs (e.g., training sessions and workshops, including online classes) been offered in your school for social studies teachers? Select one or more squares in each row. Y140500</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">Yes, provided by school or district personnel</th> <th style="width: 10%;">Yes, provided by professionals outside of my school or district</th> <th style="width: 10%;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Programs aimed at developing and improving practices for social studies instruction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y140500</td> </tr> <tr> <td style="font-size: x-small;">b. Programs aimed at developing and improving general teaching practices</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y140501</td> </tr> <tr> <td style="font-size: x-small;">c. Programs aimed at developing and improving general teaching of critical reading and writing skills</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y171754</td> </tr> <tr> <td style="font-size: x-small;">d. Programs aimed at using technology in the classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y171755</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2018 Grade 8)</p>		Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No		a. Programs aimed at developing and improving practices for social studies instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y140500	b. Programs aimed at developing and improving general teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y140501	c. Programs aimed at developing and improving general teaching of critical reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y171754	d. Programs aimed at using technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y171755	<p>2. This year, have the following professional development programs (e.g., training sessions and workshops, including online classes) been offered in your school for social studies teachers? Select one or more squares in each row. Y140500</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">Yes, provided by school or district personnel</th> <th style="width: 10%;">Yes, provided by professionals outside of my school or district</th> <th style="width: 10%;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">a. Programs aimed at developing and improving practices for social studies instruction</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y140500</td> </tr> <tr> <td style="font-size: x-small;">b. Programs aimed at developing and improving general teaching practices</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y140501</td> </tr> <tr> <td style="font-size: x-small;">c. Programs aimed at developing and improving general teaching of critical reading and writing skills</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y171754</td> </tr> <tr> <td style="font-size: x-small;">d. Programs aimed at using technology in the classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">Y171755</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Teacher Preparation</p>					Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No		a. Programs aimed at developing and improving practices for social studies instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y140500	b. Programs aimed at developing and improving general teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y140501	c. Programs aimed at developing and improving general teaching of critical reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y171754	d. Programs aimed at using technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y171755	NC	N/A																																
	Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No																																																																																					
a. Programs aimed at developing and improving practices for social studies instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y140500																																																																																				
b. Programs aimed at developing and improving general teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y140501																																																																																				
c. Programs aimed at developing and improving general teaching of critical reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y171754																																																																																				
d. Programs aimed at using technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y171755																																																																																				
	Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No																																																																																					
a. Programs aimed at developing and improving practices for social studies instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y140500																																																																																				
b. Programs aimed at developing and improving general teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y140501																																																																																				
c. Programs aimed at developing and improving general teaching of critical reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y171754																																																																																				
d. Programs aimed at using technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y171755																																																																																				

2022 Operational Grade 8 Social Studies School

Previous item	2022 item	D/A/ R/NC +	Rationale																																																																																																																																												
<p>3. How much is your school's social studies program for eighth-graders (e.g., civics and/or United States government, geography, or United States history) structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y1404355</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404356</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404357</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404359</td> </tr> <tr> <td>d. Results from district assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404360</td> </tr> <tr> <td>e. Results from state assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404361</td> </tr> <tr> <td>f. Recommendations from school social studies department</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1727954</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404364</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404365</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404366</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2018 Grade 8)</p>		Not at all	Very little	Some	Quite a bit	A lot		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404356	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404357	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404359	d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404360	e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404361	f. Recommendations from school social studies department	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1727954	g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404364	h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404365	i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404366	<p>3. How much is your school's social studies program for eighth-graders (e.g., civics and/or United States government, geography, or United States history) structured according to the following resources? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y1404355</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404356</td> </tr> <tr> <td>b. State curriculum standards or frameworks</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404357</td> </tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404359</td> </tr> <tr> <td>d. Results from district assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404360</td> </tr> <tr> <td>e. Results from state assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404361</td> </tr> <tr> <td>f. Recommendations from school social studies department</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1727954</td> </tr> <tr> <td>g. Discretion of individual teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404364</td> </tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404365</td> </tr> <tr> <td>i. Resources found on the Internet</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404366</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Organization of Instruction</p>		Not at all	Very little	Some	Quite a bit	A lot		a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404356	b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404357	c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404359	d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404360	e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404361	f. Recommendations from school social studies department	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1727954	g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404364	h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404365	i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404366	NC	N/A
	Not at all	Very little	Some	Quite a bit	A lot																																																																																																																																										
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404356																																																																																																																																									
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404357																																																																																																																																									
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404359																																																																																																																																									
d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404360																																																																																																																																									
e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404361																																																																																																																																									
f. Recommendations from school social studies department	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1727954																																																																																																																																									
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404364																																																																																																																																									
h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404365																																																																																																																																									
i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404366																																																																																																																																									
	Not at all	Very little	Some	Quite a bit	A lot																																																																																																																																										
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404356																																																																																																																																									
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404357																																																																																																																																									
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404359																																																																																																																																									
d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404360																																																																																																																																									
e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404361																																																																																																																																									
f. Recommendations from school social studies department	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1727954																																																																																																																																									
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404364																																																																																																																																									
h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404365																																																																																																																																									
i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404366																																																																																																																																									
<p>4. How much does your school's eighth-grade social studies curriculum (e.g., civics and/or United States government, geography, or United States history) focus on preparation for the following types of assessments? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y1404369</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404370</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404371</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404372</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2018 Grade 8)</p>		Not at all	Very little	Some	Quite a bit	A lot		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404370	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404371	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404372	<p>4. How much does your school's eighth-grade social studies curriculum (e.g., civics and/or United States government, geography, or United States history) focus on preparation for the following types of assessments? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y1404369</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not at all</th> <th>Very little</th> <th>Some</th> <th>Quite a bit</th> <th>A lot</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. District assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404370</td> </tr> <tr> <td>b. State assessments</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404371</td> </tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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;">Y1404372</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Organization of Instruction</p>		Not at all	Very little	Some	Quite a bit	A lot		a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404370	b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404371	c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404372	NC	N/A																																																																																				
	Not at all	Very little	Some	Quite a bit	A lot																																																																																																																																										
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404370																																																																																																																																									
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404371																																																																																																																																									
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404372																																																																																																																																									
	Not at all	Very little	Some	Quite a bit	A lot																																																																																																																																										
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404370																																																																																																																																									
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404371																																																																																																																																									
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Y1404372																																																																																																																																									
<p>5. Does your school offer any of the following services for eighth-grade students who fall behind or need extra help in social studies (e.g., civics and/or United States government, geography, or United States history)? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y1404386</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. Tutoring</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404347</td> </tr> <tr> <td>b. Placement of instructional aides in classrooms to provide assistance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404348</td> </tr> <tr> <td>c. Use of instructional aides for pull-out instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404349</td> </tr> <tr> <td>d. Extra work or homework</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404350</td> </tr> <tr> <td>e. Before- or after-school programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404351</td> </tr> <tr> <td>f. Summer school programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404353</td> </tr> <tr> <td>g. Extra help for English-language learners</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404354</td> </tr> </tbody> </table>		Yes	No		a. Tutoring	<input type="radio"/>	<input type="radio"/>	Y1404347	b. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/>	<input type="radio"/>	Y1404348	c. Use of instructional aides for pull-out instruction	<input type="radio"/>	<input type="radio"/>	Y1404349	d. Extra work or homework	<input type="radio"/>	<input type="radio"/>	Y1404350	e. Before- or after-school programs	<input type="radio"/>	<input type="radio"/>	Y1404351	f. Summer school programs	<input type="radio"/>	<input type="radio"/>	Y1404353	g. Extra help for English-language learners	<input type="radio"/>	<input type="radio"/>	Y1404354	<p>5. Does your school offer any of the following services for eighth-grade students who fall behind or need extra help in social studies (e.g., civics and/or United States government, geography, or United States history)? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">Y1404386</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. Tutoring</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404347</td> </tr> <tr> <td>b. Placement of instructional aides in classrooms to provide assistance</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404348</td> </tr> <tr> <td>c. Use of instructional aides for pull-out instruction</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404349</td> </tr> <tr> <td>d. Extra work or homework</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404350</td> </tr> <tr> <td>e. Before- or after-school programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404351</td> </tr> <tr> <td>f. Summer school programs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404353</td> </tr> <tr> <td>g. Extra help for English-language learners</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">Y1404354</td> </tr> </tbody> </table>		Yes	No		a. Tutoring	<input type="radio"/>	<input type="radio"/>	Y1404347	b. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/>	<input type="radio"/>	Y1404348	c. Use of instructional aides for pull-out instruction	<input type="radio"/>	<input type="radio"/>	Y1404349	d. Extra work or homework	<input type="radio"/>	<input type="radio"/>	Y1404350	e. Before- or after-school programs	<input type="radio"/>	<input type="radio"/>	Y1404351	f. Summer school programs	<input type="radio"/>	<input type="radio"/>	Y1404353	g. Extra help for English-language learners	<input type="radio"/>	<input type="radio"/>	Y1404354	NC	N/A																																																																												
	Yes	No																																																																																																																																													
a. Tutoring	<input type="radio"/>	<input type="radio"/>	Y1404347																																																																																																																																												
b. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/>	<input type="radio"/>	Y1404348																																																																																																																																												
c. Use of instructional aides for pull-out instruction	<input type="radio"/>	<input type="radio"/>	Y1404349																																																																																																																																												
d. Extra work or homework	<input type="radio"/>	<input type="radio"/>	Y1404350																																																																																																																																												
e. Before- or after-school programs	<input type="radio"/>	<input type="radio"/>	Y1404351																																																																																																																																												
f. Summer school programs	<input type="radio"/>	<input type="radio"/>	Y1404353																																																																																																																																												
g. Extra help for English-language learners	<input type="radio"/>	<input type="radio"/>	Y1404354																																																																																																																																												
	Yes	No																																																																																																																																													
a. Tutoring	<input type="radio"/>	<input type="radio"/>	Y1404347																																																																																																																																												
b. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/>	<input type="radio"/>	Y1404348																																																																																																																																												
c. Use of instructional aides for pull-out instruction	<input type="radio"/>	<input type="radio"/>	Y1404349																																																																																																																																												
d. Extra work or homework	<input type="radio"/>	<input type="radio"/>	Y1404350																																																																																																																																												
e. Before- or after-school programs	<input type="radio"/>	<input type="radio"/>	Y1404351																																																																																																																																												
f. Summer school programs	<input type="radio"/>	<input type="radio"/>	Y1404353																																																																																																																																												
g. Extra help for English-language learners	<input type="radio"/>	<input type="radio"/>	Y1404354																																																																																																																																												

2022 Operational Grade 8 Social Studies School

Previous item	2022 item	D/A/ R/NC +	Rationale																																								
(2018 Grade 8)	Issue: Resources for Learning and Instruction																																										
<p>6. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH49721</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Student government</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH49722</td> </tr> <tr> <td>b. Classes with a community service component</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;">VH49723</td> </tr> <tr> <td>c. Clubs with a community service component</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;">VH49724</td> </tr> <tr> <td>d. Special courses or workshops to improve skills with computers or other digital devices</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;">VH49725</td> </tr> </tbody> </table>		Yes	No		a. Student government	<input type="radio"/>	<input type="radio"/>	VH49722	b. Classes with a community service component	<input type="radio"/>	<input type="radio"/>	VH49723	c. Clubs with a community service component	<input type="radio"/>	<input type="radio"/>	VH49724	d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/>	<input type="radio"/>	VH49725	<p>6. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VH49721</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Student government</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="font-size: x-small;">VH49722</td> </tr> <tr> <td>b. Classes with a community service component</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;">VH49723</td> </tr> <tr> <td>c. Clubs with a community service component</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;">VH49724</td> </tr> <tr> <td>d. Special courses or workshops to improve skills with computers or other digital devices</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;">VH49725</td> </tr> </tbody> </table>		Yes	No		a. Student government	<input type="radio"/>	<input type="radio"/>	VH49722	b. Classes with a community service component	<input type="radio"/>	<input type="radio"/>	VH49723	c. Clubs with a community service component	<input type="radio"/>	<input type="radio"/>	VH49724	d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/>	<input type="radio"/>	VH49725	NC	N/A
	Yes	No																																									
a. Student government	<input type="radio"/>	<input type="radio"/>	VH49722																																								
b. Classes with a community service component	<input type="radio"/>	<input type="radio"/>	VH49723																																								
c. Clubs with a community service component	<input type="radio"/>	<input type="radio"/>	VH49724																																								
d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/>	<input type="radio"/>	VH49725																																								
	Yes	No																																									
a. Student government	<input type="radio"/>	<input type="radio"/>	VH49722																																								
b. Classes with a community service component	<input type="radio"/>	<input type="radio"/>	VH49723																																								
c. Clubs with a community service component	<input type="radio"/>	<input type="radio"/>	VH49724																																								
d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/>	<input type="radio"/>	VH49725																																								
(2018 Grade 8)	Issue: Student Factors																																										

Appendix J3-16: Operational Grade 8 Social Studies School Items

1. At what grade do students in your school typically take the following classes? Select **one or more** squares in each row.

VH494277

	5th grade	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school.	
a. A class primarily focused on civics and/or United States government	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	VH494278
b. A class primarily focused on geography	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	VH494279
c. A class primarily focused on United States history	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	VH494280
d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	VH494281

2. This year, have the following professional development programs (e.g., training sessions and workshops, including online classes) been offered in your school for **social studies teachers**? Select **one or more** squares in each row.

VH495689

	Yes, provided by school or district personnel	Yes, provided by professionals outside of my school or district	No	
a. Programs aimed at developing and improving practices for social studies instruction	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	VH495690
b. Programs aimed at developing and improving general teaching practices	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	VH495691
c. Programs aimed at developing and improving general teaching of critical reading and writing skills	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	VH717354
d. Programs aimed at using technology in the classroom	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	VH717355

3. How much is your school's social studies program for eighth-graders (e.g., civics and/or United States government, geography, or United States history) structured according to the following resources? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494356
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494357
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494359
d. Results from district assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494360
e. Results from state assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494361
f. Recommendations from school social studies department	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH727954
g. Discretion of individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494364
h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494365
i. Resources found on the Internet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494366

4. How much does your school's eighth-grade social studies curriculum (e.g., civics and/or United States government, geography, or United States history) focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Very little	Some	Quite a bit	A lot	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494370
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494371
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH494373

5. Does your school offer any of the following services for eighth-grade students who fall behind or need extra help in social studies (e.g., civics and/or United States government, geography, or United States history)? Select **one** circle in each row.

	Yes	No	
a. Tutoring	<input type="radio"/>	<input type="radio"/>	VH494347
b. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/>	<input type="radio"/>	VH494348
c. Use of instructional aides for pull-out instruction	<input type="radio"/>	<input type="radio"/>	VH494349
d. Extra work or homework	<input type="radio"/>	<input type="radio"/>	VH494350
e. Before- or after-school programs	<input type="radio"/>	<input type="radio"/>	VH494351
f. Summer school programs	<input type="radio"/>	<input type="radio"/>	VH494353
g. Extra help for English-language learners	<input type="radio"/>	<input type="radio"/>	VH494354

6. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select **one** circle in each row.

	Yes	No	
a. Student government	<input type="radio"/>	<input type="radio"/>	VH495722
b. Classes with a community service component	<input type="radio"/>	<input type="radio"/>	VH495723
c. Clubs with a community service component	<input type="radio"/>	<input type="radio"/>	VH495724
d. Special courses or workshops to improve skills with computers or other digital devices	<input type="radio"/>	<input type="radio"/>	VH495725

Appendix J3-17: Summary of Operational Grade 4 COVID-19 School Items

2022 Operational Grade 4 COVID-19 School Items																																																																																																																			
Previous item	2022 item	D/A/ R/NC +	Rationale																																																																																																																
<p style="text-align: right; font-size: small; margin-bottom: 0;">VE26710</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">Yes, before this school year</th> <th style="width: 5%;">Yes, during this school year</th> <th style="width: 5%;">Yes, before and during this school year</th> <th style="width: 5%;">No</th> <th style="width: 10%;">Distance learning was not offered.</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26710</td> </tr> <tr> <td>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)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26711</td> </tr> <tr> <td>c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26712</td> </tr> <tr> <td>d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26713</td> </tr> <tr> <td>e. Adapting existing curriculum plans and resources for distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26714</td> </tr> <tr> <td>f. Planning additional instructional support for students with disabilities (SD)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26715</td> </tr> <tr> <td>g. Planning additional instructional support for English language learners (ELLs)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26716</td> </tr> </tbody> </table> <p style="margin-top: 10px; font-weight: bold;">(2021 Grade 4)</p>		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"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26710	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"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26711	c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26712	d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26713	e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26714	f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26715	g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26716	<p style="text-align: right; font-size: small; margin-bottom: 0;">VE26710</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">Yes, before this school year</th> <th style="width: 5%;">Yes, during this school year</th> <th style="width: 5%;">Yes, before and during this school year</th> <th style="width: 5%;">No</th> <th style="width: 10%;">Distance learning was not offered.</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26710</td> </tr> <tr> <td>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)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26711</td> </tr> <tr> <td>c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26712</td> </tr> <tr> <td>d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26713</td> </tr> <tr> <td>e. Adapting existing curriculum plans and resources for distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26714</td> </tr> <tr> <td>f. Planning additional instructional support for students with disabilities (SD)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26715</td> </tr> <tr> <td>g. Planning additional instructional support for English language learners (ELLs)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center; font-size: x-x-small;">VE26716</td> </tr> </tbody> </table> <p style="margin-top: 10px; font-weight: bold;">Issue: Resources for Learning and Instruction</p>		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"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26710	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"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26711	c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26712	d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26713	e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26714	f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26715	g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26716	NC	N/A
	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"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26710																																																																																																													
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"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26711																																																																																																													
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26712																																																																																																													
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26713																																																																																																													
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26714																																																																																																													
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26715																																																																																																													
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26716																																																																																																													
	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"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26710																																																																																																													
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"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26711																																																																																																													
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26712																																																																																																													
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26713																																																																																																													
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26714																																																																																																													
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26715																																																																																																													
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE26716																																																																																																													
<p style="text-align: right; font-size: small; margin-bottom: 0;">VE26873</p> <p>2. For this school year, did your school or district distribute laptop computers or tablets to students to take home?</p> <ul style="list-style-type: none"> <input type="radio"/> 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). <input type="radio"/> The school or district distributed laptop computers or tablets to all students doing distance learning. <input type="radio"/> The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home. <input type="radio"/> The school or district did not distribute laptop computers or tablets to any students. <input type="radio"/> Other (Please specify): _____ <p style="margin-top: 10px; font-weight: bold;">(2021 Grade 4)</p>	<p style="text-align: right; font-size: small; margin-bottom: 0;">VE26873</p> <p>2. For this school year, did your school or district distribute laptop computers or tablets to students to take home?</p> <ul style="list-style-type: none"> <input type="radio"/> 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). <input type="radio"/> The school or district distributed laptop computers or tablets to all students doing distance learning. <input type="radio"/> The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home. <input type="radio"/> The school or district did not distribute laptop computers or tablets to any students. <input type="radio"/> Other (Please specify): _____ <p style="margin-top: 10px; font-weight: bold;">Issue: Technology Use and Access</p>	NC	N/A																																																																																																																

2022 Operational Grade 4 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale																																																																																
<p style="text-align: right; font-size: small;">VB20012</p> <p>3. For this school year, did your school or district assist students with getting Internet access at home? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the students at this school already have Internet access at home. <input type="checkbox"/> The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> 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.). <input type="checkbox"/> The school or district did not assist students with getting Internet access at home. <input type="checkbox"/> Other (Please specify): _____ <p>(2021 Grade 4)</p>	<p style="text-align: right; font-size: small;">VB20012</p> <p>3. For this school year, did your school or district assist students with getting Internet access at home? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the students at this school already have Internet access at home. <input type="checkbox"/> The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> 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.). <input type="checkbox"/> The school or district did not assist students with getting Internet access at home. <input type="checkbox"/> Other (Please specify): _____ <p>Issue: Technology Use and Access</p>	NC	N/A																																																																																
<p style="text-align: right; font-size: small;">VB20700</p> <p>4. In this school year, how was class instruction organized? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>None of the classes</th> <th>Some of the classes</th> <th>About half of the classes</th> <th>More than half of the classes</th> <th>All or almost all of the classes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Classes normally taught in person were canceled and not replaced by distance learning.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; font-size: x-x-small;">VB200534</td> </tr> <tr> <td>b. Classes normally taught in person moved to a distance learning format.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; font-size: x-x-small;">VB200535</td> </tr> <tr> <td>c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; font-size: x-x-small;">VB207165</td> </tr> <tr> <td>d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; font-size: x-x-small;">VB207163</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB200534	b. Classes normally taught in person moved to a distance learning format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB200535	c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB207165	d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB207163	<p style="text-align: right; font-size: small;">VB20700</p> <p>4. In this school year, how was class instruction organized? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>None of the classes</th> <th>Some of the classes</th> <th>About half of the classes</th> <th>More than half of the classes</th> <th>All or almost all of the classes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Classes normally taught in person were canceled and not replaced by distance learning.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; font-size: x-x-small;">VB200534</td> </tr> <tr> <td>b. Classes normally taught in person moved to a distance learning format.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; font-size: x-x-small;">VB200535</td> </tr> <tr> <td>c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; font-size: x-x-small;">VB207165</td> </tr> <tr> <td>d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; font-size: x-x-small;">VB207163</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB200534	b. Classes normally taught in person moved to a distance learning format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB200535	c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB207165	d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB207163	NC	N/A
	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB200534																																																																												
b. Classes normally taught in person moved to a distance learning format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB200535																																																																												
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB207165																																																																												
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB207163																																																																												
	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB200534																																																																												
b. Classes normally taught in person moved to a distance learning format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB200535																																																																												
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB207165																																																																												
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VB207163																																																																												

2022 Operational Grade 4 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale																																																																						
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>Never or hardly ever</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Communicate with students online (e.g., through email, Google Classroom, Zoom)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230715</td> </tr> <tr> <td>b. Conduct virtual office hours or online meetings with students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230715</td> </tr> <tr> <td>c. Initiate phone calls to students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230715</td> </tr> <tr> <td>d. Initiate communications with parents or guardians about their child's progress</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230714</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715	b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715	c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715	d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230714	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>Never or hardly ever</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Communicate with students online (e.g., through email, Google Classroom, Zoom)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230715</td> </tr> <tr> <td>b. Conduct virtual office hours or online meetings with students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230715</td> </tr> <tr> <td>c. Initiate phone calls to students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230715</td> </tr> <tr> <td>d. Initiate communications with parents or guardians about their child's progress</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230714</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715	b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715	c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715	d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230714	NC	N/A
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715																																																																			
b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715																																																																			
c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715																																																																			
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230714																																																																			
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715																																																																			
b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715																																																																			
c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230715																																																																			
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230714																																																																			
<p>6. Has the structure of this school year been modified in the following ways? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. The school year started earlier.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230706</td> </tr> <tr> <td>b. The school year will end later.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230707</td> </tr> <tr> <td>c. The length of the school day has been extended to make up for learning time that was missed last school year.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230708</td> </tr> <tr> <td>d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE240704</td> </tr> <tr> <td>e. Additional school programs or classes have been offered to students to make up for gaps in learning.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230710</td> </tr> <tr> <td>f. Students had the option to repeat their previous grade level.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230711</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Yes	No		a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VE230706	b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VE230707	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"/>	<input type="radio"/>	VE230708	d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VE240704	e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VE230710	f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VE230711	<p>6. Has the structure of this school year been modified in the following ways? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. The school year started earlier.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230706</td> </tr> <tr> <td>b. The school year will end later.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230707</td> </tr> <tr> <td>c. The length of the school day has been extended to make up for learning time that was missed last school year.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230708</td> </tr> <tr> <td>d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE240704</td> </tr> <tr> <td>e. Additional school programs or classes have been offered to students to make up for gaps in learning.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230710</td> </tr> <tr> <td>f. Students had the option to repeat their previous grade level.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230711</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Yes	No		a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VE230706	b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VE230707	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"/>	<input type="radio"/>	VE230708	d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VE240704	e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VE230710	f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VE230711	NC	N/A														
	Yes	No																																																																							
a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VE230706																																																																						
b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VE230707																																																																						
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"/>	<input type="radio"/>	VE230708																																																																						
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VE240704																																																																						
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VE230710																																																																						
f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VE230711																																																																						
	Yes	No																																																																							
a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VE230706																																																																						
b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VE230707																																																																						
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"/>	<input type="radio"/>	VE230708																																																																						
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VE240704																																																																						
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VE230710																																																																						
f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VE230711																																																																						
<p>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?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>(2021 Grade 4)</p>	<p>7. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2020-2021 school year?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Issue: Organization of Instruction</p>	R	<p>This item was revised to reference the correct academic year for the 2022 administration.</p>																																																																						

2022 Operational Grade 4 COVID-19 School Items

Previous item	2022 item	D/A/R/NC +	Rationale																																																																																																								
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Yes, before initial school closure</th> <th>Yes, during the school closure</th> <th>Yes, both before and during the school closure</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230403</td> </tr> <tr> <td>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)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230409</td> </tr> <tr> <td>c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230405</td> </tr> <tr> <td>d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230405</td> </tr> <tr> <td>e. Adapting existing curriculum plans and resources for distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230402</td> </tr> <tr> <td>f. Planning additional instructional support for students with disabilities (SD)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230403</td> </tr> <tr> <td>g. Planning additional instructional support for English language learners (ELLs)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230404</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		Yes, before 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230403	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230409	c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230405	d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230405	e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230402	f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230403	g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230404	<p>8. For last school year, were the following actions taken to prepare for teaching in a distance learning format? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Yes, before last school year</th> <th>Yes, during last school year</th> <th>Yes, before and during last school year</th> <th>No</th> <th>Distance learning was not offered.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE174143</td> </tr> <tr> <td>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)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE174144</td> </tr> <tr> <td>c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE174145</td> </tr> <tr> <td>d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE174146</td> </tr> <tr> <td>e. Adapting existing curriculum plans and resources for distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE174147</td> </tr> <tr> <td>f. Planning additional instructional support for students with disabilities (SD)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE174148</td> </tr> <tr> <td>g. Planning additional instructional support for English language learners (ELLs)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE174149</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes, before last school year	Yes, during last school year	Yes, before and during last 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174143	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174144	c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174145	d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174146	e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174147	f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174148	g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174149	R	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures. The last response option (i.e. "Distance learning was not offered.") was also added.</p>
	Yes, before 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230403																																																																																																						
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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230409																																																																																																						
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230405																																																																																																						
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230405																																																																																																						
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230402																																																																																																						
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230403																																																																																																						
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE230404																																																																																																						
	Yes, before last school year	Yes, during last school year	Yes, before and during last 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174143																																																																																																					
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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174144																																																																																																					
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174145																																																																																																					
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174146																																																																																																					
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174147																																																																																																					
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174148																																																																																																					
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE174149																																																																																																					
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230703</td> </tr> <tr> <td>b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230704</td> </tr> <tr> <td>c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VE230705</td> </tr> </tbody> </table> <p>(2021 Grade 4)</p>		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)	<input type="radio"/>	<input type="radio"/>	VE230703	b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	<input type="radio"/>	<input type="radio"/>	VE230704	c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	<input type="radio"/>	<input type="radio"/>	VE230705	N/A	D	<p>This item was dropped.</p>																																																																																								
	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)	<input type="radio"/>	<input type="radio"/>	VE230703																																																																																																								
b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	<input type="radio"/>	<input type="radio"/>	VE230704																																																																																																								
c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	<input type="radio"/>	<input type="radio"/>	VE230705																																																																																																								

2022 Operational Grade 4 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale
<p style="text-align: right;"><small>VE219679</small></p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 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). <input type="radio"/> The school or district distributed laptop computers or tablets to all students to take home during the COVID-19 outbreak. <input type="radio"/> 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. <input type="radio"/> The school or district did not distribute laptop computers or tablets to any students. <input type="radio"/> Other (Please specify): _____ <p>(2021 Grade 4)</p>	<p style="text-align: right;"><small>VE219481</small></p> <p>9. For last school year, did your school or district distribute laptop computers or tablets to students to take home?</p> <ul style="list-style-type: none"> <input type="radio"/> 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). <input type="radio"/> The school or district distributed laptop computers or tablets to all students doing distance learning. <input type="radio"/> The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home. <input type="radio"/> The school or district did not distribute laptop computers or tablets to any students. <input type="radio"/> Other (Please specify): _____ <p>Issue: Technology Use and Access</p>	R	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures.</p>
<p style="text-align: right;"><small>VE220946</small></p> <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the students at this school already had Internet access at home. <input type="checkbox"/> The school or district worked with Internet providers to assist students with getting Internet access at home. <input type="checkbox"/> The school or district provided hotspots or other devices to assist students with getting Internet access at home. <input type="checkbox"/> 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.). <input type="checkbox"/> The school or district did not assist students with getting Internet access at home. <input type="checkbox"/> Other (Please specify): _____ <p>(2021 Grade 4)</p>	<p style="text-align: right;"><small>VE219487</small></p> <p>10. For last school year, did your school or district assist students with getting Internet access at home? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the students at this school already had Internet access at home. <input type="checkbox"/> The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> 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.). <input type="checkbox"/> The school or district did not assist students with getting Internet access at home. <input type="checkbox"/> Other (Please specify): _____ <p>Issue: Technology Use and Access</p>	R	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures.</p>

2022 Operational Grade 4 COVID-19 School Items

Previous item	2022 item	D/A/R/NC +	Rationale																																																																											
<p>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.</p> <p style="text-align: right; font-size: small;">VE22987</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None of the classes</th> <th>Some of the classes</th> <th>About half of the classes</th> <th>More than half of the classes</th> <th>All or almost all of the classes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Classes normally taught in person were canceled and not replaced by distance learning.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE2318713</td> </tr> <tr> <td>b. Classes normally taught in person moved to a distance learning format.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE2318714</td> </tr> <tr> <td>c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE2318717</td> </tr> <tr> <td>d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE2318718</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2021 Grade 4)</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2318713	b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2318714	c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2318717	d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2318718	<p>11. For last school year, how was class instruction organized? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VE237475</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>None of the classes</th> <th>Some of the classes</th> <th>About half of the classes</th> <th>More than half of the classes</th> <th>All or almost all of the classes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Classes normally taught in person were canceled and not replaced by distance learning.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE2375476</td> </tr> <tr> <td>b. Classes normally taught in person moved to a distance learning format.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE2375477</td> </tr> <tr> <td>c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE2375479</td> </tr> <tr> <td>d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE2375476</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Organization of Instruction</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2375476	b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2375477	c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2375479	d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2375476	<p>R</p>	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures. The first response option (i.e. "Not applicable") was added.</p>
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2318713																																																																								
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2318714																																																																								
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2318717																																																																								
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2318718																																																																								
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2375476																																																																							
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2375477																																																																							
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2375479																																																																							
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE2375476																																																																							

2022 Operational Grade 4 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale																																																																	
<p>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.</p> <p style="text-align: right; font-size: small;">VR23964</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Never or hardly ever</th> <th style="width: 15%;">About once or twice a month</th> <th style="width: 15%;">About once or twice a week</th> <th style="width: 15%;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Communicate with students online (e.g., through email, Google Classroom, Zoom)</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;">VR23968</td> </tr> <tr> <td>b. Conduct virtual office hours or online meetings with students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR23969</td> </tr> <tr> <td>c. Initiate phone calls to students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR23970</td> </tr> <tr> <td>d. Initiate communications with parents or guardians about their child's progress</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;">VR23972</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2021 Grade 4)</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR23968	b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR23969	c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR23970	d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR23972	<p>12. While doing distance learning last school year, how often were teachers and staff required to do the following things? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VR17546</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">Not applicable</th> <th style="width: 10%;">Never or hardly ever</th> <th style="width: 10%;">About once or twice a month</th> <th style="width: 10%;">About once or twice a week</th> <th style="width: 10%;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Communicate with students online (e.g., through email, Google Classroom, Zoom)</td> <td><input 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;">VR17547</td> </tr> <tr> <td>b. Conduct virtual office hours or online meetings with students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR17549</td> </tr> <tr> <td>c. Initiate phone calls to students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR17548</td> </tr> <tr> <td>d. Initiate communications with parents or guardians about their child's progress</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR17549</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR17547	b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR17549	c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR17548	d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR17549	<p>R</p>	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures. The first response option (i.e. "Not applicable") was added.</p>
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR23968																																																															
b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR23969																																																															
c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR23970																																																															
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR23972																																																															
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR17547																																																														
b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR17549																																																														
c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR17548																																																														
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR17549																																																														

2022 Operational Grade 4 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale																												
N/A	<p style="text-align: right;">VR075015</p> <p>13. Was the structure of last school year modified in the following ways? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. The school year started earlier.</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;">VR075016</td> </tr> <tr> <td>b. The school year ended later.</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;">VR075017</td> </tr> <tr> <td>c. The length of the school day was extended to make up for learning time that was missed last school year.</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;">VR075018</td> </tr> <tr> <td>d. School attendance was scheduled in shifts (e.g., attendance for half days or every other day).</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;">VR075019</td> </tr> <tr> <td>e. Additional school programs or classes were offered to students to make up for gaps in learning.</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;">VR075020</td> </tr> <tr> <td>f. Students had the option to repeat their previous grade level.</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;">VR075021</td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">Issue: Organization of Instruction</p>		Yes	No		a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR075016	b. The school year ended later.	<input type="radio"/>	<input type="radio"/>	VR075017	c. The length of the school day was extended to make up for learning time that was missed last school year.	<input type="radio"/>	<input type="radio"/>	VR075018	d. School attendance was scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR075019	e. Additional school programs or classes were offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR075020	f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR075021	A	<p>This item is based on Question 6 above and was added to understand school structures in distance learning format. The stem is revised from “has the structure of this school year been modified” to “was the structure of last school year modified”.</p>
	Yes	No																													
a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR075016																												
b. The school year ended later.	<input type="radio"/>	<input type="radio"/>	VR075017																												
c. The length of the school day was extended to make up for learning time that was missed last school year.	<input type="radio"/>	<input type="radio"/>	VR075018																												
d. School attendance was scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR075019																												
e. Additional school programs or classes were offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR075020																												
f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR075021																												
<p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 0–25% <input type="radio"/> 26–50% <input type="radio"/> 51–60% <input type="radio"/> 61–70% <input type="radio"/> 71–80% <input type="radio"/> 81–90% <input type="radio"/> Over 90% <input type="radio"/> The school did not track student attendance during this time. <p style="margin-top: 20px;">(2021 Grade 4)</p>	N/A	D	This item was dropped.																												

Appendix J3-18: Operational Grade 4 COVID-19 School Items

VR267149

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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267151
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267152
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267156
e. Adapting existing curriculum plans and resources for distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267154
f. Planning additional instructional support for students with disabilities (SD)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267155
g. Planning additional instructional support for English language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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

7. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2020-2021 school year?

Yes

No

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

	Yes, before last school year	Yes, during last school year	Yes, before and during last 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	VR374143
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	VR374144
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	VR374145
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	VR374146
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	VR374147
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	VR374148
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	VR374149

9. For **last 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): _____

10. For **last 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 had 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): _____

11. For last 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	VR375478
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	VR375477
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	VR375479
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	VR375476

12. While doing distance learning **last 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	VR375487
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	VR375490
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	VR375488
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	VR375489

13. Was the structure of **last school year** 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	VR375516
b. The school year ended later.	<input type="radio"/> A	<input type="radio"/> B	VR375517
c. The length of the school day was extended to make up for learning time that was missed last school year.	<input type="radio"/> A	<input type="radio"/> B	VR375518
d. School attendance was scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR375519
e. Additional school programs or classes were offered to students to make up for gaps in learning.	<input type="radio"/> A	<input type="radio"/> B	VR375520
f. Students had the option to repeat their previous grade level.	<input type="radio"/> A	<input type="radio"/> B	VR375521

Appendix J3-19: Summary of Operational Grade 8 COVID-19 School Items

2022 Operational Grade 8 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale
---------------	-----------	-------------------	-----------

<p style="text-align: right; font-size: small;">VE207149</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes, before this school year</th> <th>Yes, during this school year</th> <th>Yes, before and during this school year</th> <th>No</th> <th>Distance learning was not offered.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207150</td> </tr> <tr> <td>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)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207151</td> </tr> <tr> <td>c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207152</td> </tr> <tr> <td>d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207154</td> </tr> <tr> <td>e. Adapting existing curriculum plans and resources for distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207154</td> </tr> <tr> <td>f. Planning additional instructional support for students with disabilities (SD)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207153</td> </tr> <tr> <td>g. Planning additional instructional support for English language learners (ELLs)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207153</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2021 Grade 8)</p>		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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207150	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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207151	c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207152	d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207154	e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207154	f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207153	g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207153	<p style="text-align: right; font-size: small;">VE207149</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Yes, before this school year</th> <th>Yes, during this school year</th> <th>Yes, before and during this school year</th> <th>No</th> <th>Distance learning was not offered.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207150</td> </tr> <tr> <td>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)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207151</td> </tr> <tr> <td>c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207152</td> </tr> <tr> <td>d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207154</td> </tr> <tr> <td>e. Adapting existing curriculum plans and resources for distance learning</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207154</td> </tr> <tr> <td>f. Planning additional instructional support for students with disabilities (SD)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207153</td> </tr> <tr> <td>g. Planning additional instructional support for English language learners (ELLs)</td> <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="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VE207153</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Resources for Learning and Instruction</p>		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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207150	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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207151	c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207152	d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207154	e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207154	f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207153	g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207153	NC	N/A
	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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207150																																																																																																													
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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207151																																																																																																													
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207152																																																																																																													
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207154																																																																																																													
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207154																																																																																																													
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207153																																																																																																													
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207153																																																																																																													
	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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207150																																																																																																													
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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207151																																																																																																													
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207152																																																																																																													
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207154																																																																																																													
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207154																																																																																																													
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207153																																																																																																													
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE207153																																																																																																													

<p style="text-align: right; font-size: small;">VE206528</p> <p>2. For this school year, did your school or district distribute laptop computers or tablets to students to take home?</p> <ul style="list-style-type: none"> <input type="radio"/> 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). <input type="radio"/> The school or district distributed laptop computers or tablets to all students doing distance learning. <input type="radio"/> The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home. <input type="radio"/> The school or district did not distribute laptop computers or tablets to any students. <input type="radio"/> Other (Please specify): _____ <p style="margin-top: 10px;">(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">VE206528</p> <p>2. For this school year, did your school or district distribute laptop computers or tablets to students to take home?</p> <ul style="list-style-type: none"> <input type="radio"/> 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). <input type="radio"/> The school or district distributed laptop computers or tablets to all students doing distance learning. <input type="radio"/> The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home. <input type="radio"/> The school or district did not distribute laptop computers or tablets to any students. <input type="radio"/> Other (Please specify): _____ <p style="margin-top: 10px;">Issue: Technology Use and Access</p>	NC	N/A
--	---	----	-----

2022 Operational Grade 8 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale																																																																																
<p style="text-align: right; font-size: small;">VE20012</p> <p>3. For this school year, did your school or district assist students with getting Internet access at home? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the students at this school already have Internet access at home. <input type="checkbox"/> The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> 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.). <input type="checkbox"/> The school or district did not assist students with getting Internet access at home. <input type="checkbox"/> Other (Please specify): _____ <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">VE20012</p> <p>3. For this school year, did your school or district assist students with getting Internet access at home? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the students at this school already have Internet access at home. <input type="checkbox"/> The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> 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.). <input type="checkbox"/> The school or district did not assist students with getting Internet access at home. <input type="checkbox"/> Other (Please specify): _____ <p>Issue: Technology Use and Access</p>	NC	N/A																																																																																
<p style="text-align: right; font-size: small;">VE20706</p> <p>4. In this school year, how was class instruction organized? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>None of the classes</th> <th>Some of the classes</th> <th>About half of the classes</th> <th>More than half of the classes</th> <th>All or almost all of the classes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Classes normally taught in person were canceled and not replaced by distance learning.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="font-size: x-x-small;">VE20054</td> </tr> <tr> <td>b. Classes normally taught in person moved to a distance learning format.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="font-size: x-x-small;">VE20055</td> </tr> <tr> <td>c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="font-size: x-x-small;">VE20705</td> </tr> <tr> <td>d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="font-size: x-x-small;">VE20705</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20054	b. Classes normally taught in person moved to a distance learning format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20055	c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20705	d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20705	<p style="text-align: right; font-size: small;">VE20706</p> <p>4. In this school year, how was class instruction organized? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>None of the classes</th> <th>Some of the classes</th> <th>About half of the classes</th> <th>More than half of the classes</th> <th>All or almost all of the classes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Classes normally taught in person were canceled and not replaced by distance learning.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="font-size: x-x-small;">VE20054</td> </tr> <tr> <td>b. Classes normally taught in person moved to a distance learning format.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="font-size: x-x-small;">VE20055</td> </tr> <tr> <td>c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="font-size: x-x-small;">VE20705</td> </tr> <tr> <td>d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="font-size: x-x-small;">VE20705</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20054	b. Classes normally taught in person moved to a distance learning format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20055	c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20705	d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20705	NC	N/A
	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20054																																																																												
b. Classes normally taught in person moved to a distance learning format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20055																																																																												
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20705																																																																												
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20705																																																																												
	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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20054																																																																												
b. Classes normally taught in person moved to a distance learning format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20055																																																																												
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20705																																																																												
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VE20705																																																																												

2022 Operational Grade 8 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale																																																																						
<p>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.</p> <p style="text-align: right; font-size: small;">VR20713</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>Never or hardly ever</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Communicate with students online (e.g., through email, Google Classroom, Zoom)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR20713</td> </tr> <tr> <td>b. Conduct virtual office hours or online meetings with students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR20713</td> </tr> <tr> <td>c. Initiate phone calls to students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR20713</td> </tr> <tr> <td>d. Initiate communications with parents or guardians about their child's progress</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR20714</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713	b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713	c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713	d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20714	<p>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.</p> <p style="text-align: right; font-size: small;">VR20713</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>Never or hardly ever</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Communicate with students online (e.g., through email, Google Classroom, Zoom)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR20713</td> </tr> <tr> <td>b. Conduct virtual office hours or online meetings with students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR20713</td> </tr> <tr> <td>c. Initiate phone calls to students</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR20713</td> </tr> <tr> <td>d. Initiate communications with parents or guardians about their child's progress</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR20714</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713	b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713	c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713	d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20714	NC	N/A
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713																																																																			
b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713																																																																			
c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713																																																																			
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20714																																																																			
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713																																																																			
b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713																																																																			
c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20713																																																																			
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR20714																																																																			
<p>6. Has the structure of this school year been modified in the following ways? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VR23966</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. The school year started earlier.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23976</td> </tr> <tr> <td>b. The school year will end later.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23977</td> </tr> <tr> <td>c. The length of the school day has been extended to make up for learning time that was missed last school year.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23978</td> </tr> <tr> <td>d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR24074</td> </tr> <tr> <td>e. Additional school programs or classes have been offered to students to make up for gaps in learning.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23979</td> </tr> <tr> <td>f. Students had the option to repeat their previous grade level.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23971</td> </tr> <tr> <td>g. Students had the option to repeat a specific class or subject.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23972</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		Yes	No		a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR23976	b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VR23977	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"/>	<input type="radio"/>	VR23978	d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR24074	e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR23979	f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR23971	g. Students had the option to repeat a specific class or subject.	<input type="radio"/>	<input type="radio"/>	VR23972	<p>6. Has the structure of this school year been modified in the following ways? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VR23966</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. The school year started earlier.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23976</td> </tr> <tr> <td>b. The school year will end later.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23977</td> </tr> <tr> <td>c. The length of the school day has been extended to make up for learning time that was missed last school year.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23978</td> </tr> <tr> <td>d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23974</td> </tr> <tr> <td>e. Additional school programs or classes have been offered to students to make up for gaps in learning.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23979</td> </tr> <tr> <td>f. Students had the option to repeat their previous grade level.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23971</td> </tr> <tr> <td>g. Students had the option to repeat a specific class or subject.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VR23972</td> </tr> </tbody> </table> <p>Issue: Organization of Instruction</p>		Yes	No		a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR23976	b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VR23977	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"/>	<input type="radio"/>	VR23978	d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR23974	e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR23979	f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR23971	g. Students had the option to repeat a specific class or subject.	<input type="radio"/>	<input type="radio"/>	VR23972	NC	N/A						
	Yes	No																																																																							
a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR23976																																																																						
b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VR23977																																																																						
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"/>	<input type="radio"/>	VR23978																																																																						
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR24074																																																																						
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR23979																																																																						
f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR23971																																																																						
g. Students had the option to repeat a specific class or subject.	<input type="radio"/>	<input type="radio"/>	VR23972																																																																						
	Yes	No																																																																							
a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR23976																																																																						
b. The school year will end later.	<input type="radio"/>	<input type="radio"/>	VR23977																																																																						
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"/>	<input type="radio"/>	VR23978																																																																						
d. School attendance has been scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR23974																																																																						
e. Additional school programs or classes have been offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR23979																																																																						
f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR23971																																																																						
g. Students had the option to repeat a specific class or subject.	<input type="radio"/>	<input type="radio"/>	VR23972																																																																						
<p>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?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>(2021 Grade 8)</p>	<p>7. Were you working as an administrator (e.g., school principal, head of school, assistant principal) at this school during the 2020-2021 school year?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Issue: Organization of Instruction</p>	R	<p>This item was revised to reference the correct academic year for the 2022 administration.</p>																																																																						

2022 Operational Grade 8 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale																																																																																																								
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, before the initial school closure</th> <th>Yes, during the school closure</th> <th>Yes, both before and during the school closure</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE23044</td> </tr> <tr> <td>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)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE23049</td> </tr> <tr> <td>c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE23046</td> </tr> <tr> <td>d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE23045</td> </tr> <tr> <td>e. Adapting existing curriculum plans and resources for distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE23042</td> </tr> <tr> <td>f. Planning additional instructional support for students with disabilities (SD)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE23043</td> </tr> <tr> <td>g. Planning additional instructional support for English language learners (ELLs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE23044</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23044	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23049	c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23046	d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23045	e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23042	f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23043	g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23044	<p>8. For last school year, were the following actions taken to prepare for teaching in a distance learning format? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes, before last school year</th> <th>Yes, during last school year</th> <th>Yes, before and during last school year</th> <th>No</th> <th>Distance learning was not offered.</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Training of teachers and staff on the use of digital applications for conducting distance learning (e.g., Google Classroom, Zoom)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE237413</td> </tr> <tr> <td>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)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE237414</td> </tr> <tr> <td>c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE237415</td> </tr> <tr> <td>d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE237416</td> </tr> <tr> <td>e. Adapting existing curriculum plans and resources for distance learning</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE237417</td> </tr> <tr> <td>f. Planning additional instructional support for students with disabilities (SD)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE237418</td> </tr> <tr> <td>g. Planning additional instructional support for English language learners (ELLs)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE237419</td> </tr> </tbody> </table> <p>Issue: Resources for Learning and Instruction</p>		Yes, before last school year	Yes, during last school year	Yes, before and during last 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237413	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237414	c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237415	d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237416	e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237417	f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237418	g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237419	R	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures. The last response option (i.e. "Distance learning was not offered.") was also added.</p>
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23044																																																																																																						
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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23049																																																																																																						
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23046																																																																																																						
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23045																																																																																																						
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23042																																																																																																						
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23043																																																																																																						
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE23044																																																																																																						
	Yes, before last school year	Yes, during last school year	Yes, before and during last 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237413																																																																																																					
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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237414																																																																																																					
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237415																																																																																																					
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237416																																																																																																					
e. Adapting existing curriculum plans and resources for distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237417																																																																																																					
f. Planning additional instructional support for students with disabilities (SD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237418																																																																																																					
g. Planning additional instructional support for English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE237419																																																																																																					
<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Participated in regularly scheduled meetings to collaborate with other teachers (e.g., teachers teaching the same grade level or the same content area)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230703</td> </tr> <tr> <td>b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230704</td> </tr> <tr> <td>c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VE230705</td> </tr> </tbody> </table> <p>(2021 Grade 8)</p>		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)	<input type="radio"/>	<input type="radio"/>	VE230703	b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	<input type="radio"/>	<input type="radio"/>	VE230704	c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	<input type="radio"/>	<input type="radio"/>	VE230705	N/A	D	<p>This item was dropped.</p>																																																																																								
	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)	<input type="radio"/>	<input type="radio"/>	VE230703																																																																																																								
b. Used tools that help them share knowledge with their peers (e.g., online forums, discussion boards, professional communities)	<input type="radio"/>	<input type="radio"/>	VE230704																																																																																																								
c. Used tools or resources that help them develop distance learning plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	<input type="radio"/>	<input type="radio"/>	VE230705																																																																																																								

2022 Operational Grade 8 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale
<p style="text-align: right; font-size: small;">VK21968</p> <p>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?</p> <ul style="list-style-type: none"> <input type="radio"/> 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). <input type="radio"/> The school or district distributed laptop computers or tablets to all students to take home during the COVID-19 outbreak. <input type="radio"/> 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. <input type="radio"/> The school or district did not distribute laptop computers or tablets to any students. <input type="radio"/> Other (Please specify): _____ <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">VK21485</p> <p>9. For last school year, did your school or district distribute laptop computers or tablets to students to take home?</p> <ul style="list-style-type: none"> <input type="radio"/> 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). <input type="radio"/> The school or district distributed laptop computers or tablets to all students doing distance learning. <input type="radio"/> The school or district distributed laptop computers or tablets only to students doing distance learning who did not have access to one at home. <input type="radio"/> The school or district did not distribute laptop computers or tablets to any students. <input type="radio"/> Other (Please specify): _____ <p>Issue: Technology Use and Access</p>	R	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures.</p>
<p style="text-align: right; font-size: small;">VK21968</p> <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the students at this school already had Internet access at home. <input type="checkbox"/> The school or district worked with Internet providers to assist students with getting Internet access at home. <input type="checkbox"/> The school or district provided hotspots or other devices to assist students with getting Internet access at home. <input type="checkbox"/> 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.). <input type="checkbox"/> The school or district did not assist students with getting Internet access at home. <input type="checkbox"/> Other (Please specify): _____ <p>(2021 Grade 8)</p>	<p style="text-align: right; font-size: small;">VK21487</p> <p>10. For last school year, did your school or district assist students with getting Internet access at home? Select all squares that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the students at this school already had Internet access at home. <input type="checkbox"/> The school or district worked with Internet providers to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> The school or district provided hotspots or other devices to assist students doing distance learning with getting Internet access at home. <input type="checkbox"/> 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.). <input type="checkbox"/> The school or district did not assist students with getting Internet access at home. <input type="checkbox"/> Other (Please specify): _____ <p>Issue: Technology Use and Access</p>	R	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures.</p>

2022 Operational Grade 8 COVID-19 School Items

Previous item	2022 item	D/A/R/NC +	Rationale																																																																											
<p>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.</p> <p style="text-align: right; font-size: small;">VB22967</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>None of the classes</th> <th>Some of the classes</th> <th>About half of the classes</th> <th>More than half of the classes</th> <th>All or almost all of the classes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Classes normally taught in person were canceled and not replaced by distance learning.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VB330713</td> </tr> <tr> <td>b. Classes normally taught in person moved to a distance learning format.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VB330714</td> </tr> <tr> <td>c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VB330717</td> </tr> <tr> <td>d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VB330718</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2021 Grade 8)</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB330713	b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB330714	c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB330717	d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB330718	<p>11. For last school year, how was class instruction organized? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VB37547</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th> <th>Not applicable</th> <th>None of the classes</th> <th>Some of the classes</th> <th>About half of the classes</th> <th>More than half of the classes</th> <th>All or almost all of the classes</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Classes normally taught in person were canceled and not replaced by distance learning.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VB375476</td> </tr> <tr> <td>b. Classes normally taught in person moved to a distance learning format.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VB375477</td> </tr> <tr> <td>c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VB375479</td> </tr> <tr> <td>d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: x-small;">VB375475</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Organization of Instruction</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB375476	b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB375477	c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB375479	d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB375475	R	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures. The first response option (i.e. "Not applicable") was added.</p>
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB330713																																																																								
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB330714																																																																								
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB330717																																																																								
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB330718																																																																								
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB375476																																																																							
b. Classes normally taught in person moved to a distance learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB375477																																																																							
c. Students completed lessons on their own (e.g., watching pre-recorded videos, working on paper packets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB375479																																																																							
d. Lessons were conducted in real-time (e.g., via phone, video conferencing, online chat, online learning platforms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB375475																																																																							

2022 Operational Grade 8 COVID-19 School Items

Previous item	2022 item	D/A/R/NC +	Rationale																																																																	
<p>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.</p> <p style="text-align: right; font-size: small;">VR21964</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Never or hardly ever</th> <th style="width: 15%;">About once or twice a month</th> <th style="width: 15%;">About once or twice a week</th> <th style="width: 15%;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Communicate with students online (e.g., through email, Google Classroom, Zoom)</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;">VR21968</td> </tr> <tr> <td>b. Conduct virtual office hours or online meetings with students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR21969</td> </tr> <tr> <td>c. Initiate phone calls to students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR21970</td> </tr> <tr> <td>d. Initiate communications with parents or guardians about their child's progress</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;">VR21972</td> </tr> </tbody> </table> <p style="margin-top: 20px;">(2021 Grade 8)</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21968	b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21969	c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21970	d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21972	<p>12. While doing distance learning last school year, how often were teachers and staff required to do the following things? Select one circle in each row.</p> <p style="text-align: right; font-size: small;">VR21546</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">Not applicable</th> <th style="width: 10%;">Never or hardly ever</th> <th style="width: 10%;">About once or twice a month</th> <th style="width: 10%;">About once or twice a week</th> <th style="width: 10%;">Every day or almost every day</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Communicate with students online (e.g., through email, Google Classroom, Zoom)</td> <td><input 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;">VR21547</td> </tr> <tr> <td>b. Conduct virtual office hours or online meetings with students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR21549</td> </tr> <tr> <td>c. Initiate phone calls to students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR21548</td> </tr> <tr> <td>d. Initiate communications with parents or guardians about their child's progress</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td style="font-size: x-small;">VR21549</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>		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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21547	b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21549	c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21548	d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21549	<p>R</p>	<p>The stem of this item was revised from "when your school was closed last school year" to "for last school year" to remove references to school closures. The first response option (i.e. "Not applicable") was added.</p>
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21968																																																															
b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21969																																																															
c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21970																																																															
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21972																																																															
	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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21547																																																														
b. Conduct virtual office hours or online meetings with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21549																																																														
c. Initiate phone calls to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21548																																																														
d. Initiate communications with parents or guardians about their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR21549																																																														

2022 Operational Grade 8 COVID-19 School Items

Previous item	2022 item	D/A/ R/NC +	Rationale																																
N/A	<p style="text-align: right; font-size: small;">VR375015</p> <p>13. Was the structure of last school year modified in the following ways? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. The school year started earlier.</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;">VR375016</td> </tr> <tr> <td>b. The school year ended later.</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;">VR375017</td> </tr> <tr> <td>c. The length of the school day was extended to make up for learning time that was missed last school year.</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;">VR375018</td> </tr> <tr> <td>d. School attendance was scheduled in shifts (e.g., attendance for half days or every other day).</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;">VR375019</td> </tr> <tr> <td>e. Additional school programs or classes were offered to students to make up for gaps in learning.</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;">VR375020</td> </tr> <tr> <td>f. Students had the option to repeat their previous grade level.</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;">VR375021</td> </tr> <tr> <td>g. Students had the option to repeat a specific class or subject.</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;">VR375022</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Issue: Organization of Instruction</p>		Yes	No		a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR375016	b. The school year ended later.	<input type="radio"/>	<input type="radio"/>	VR375017	c. The length of the school day was extended to make up for learning time that was missed last school year.	<input type="radio"/>	<input type="radio"/>	VR375018	d. School attendance was scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR375019	e. Additional school programs or classes were offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR375020	f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR375021	g. Students had the option to repeat a specific class or subject.	<input type="radio"/>	<input type="radio"/>	VR375022	A	<p>This item is based on Question 6 above and was added to understand school structures in distance learning format. The stem is revised from “has the structure of this school year been modified” to “was the structure of last school year modified”.</p>
	Yes	No																																	
a. The school year started earlier.	<input type="radio"/>	<input type="radio"/>	VR375016																																
b. The school year ended later.	<input type="radio"/>	<input type="radio"/>	VR375017																																
c. The length of the school day was extended to make up for learning time that was missed last school year.	<input type="radio"/>	<input type="radio"/>	VR375018																																
d. School attendance was scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/>	<input type="radio"/>	VR375019																																
e. Additional school programs or classes were offered to students to make up for gaps in learning.	<input type="radio"/>	<input type="radio"/>	VR375020																																
f. Students had the option to repeat their previous grade level.	<input type="radio"/>	<input type="radio"/>	VR375021																																
g. Students had the option to repeat a specific class or subject.	<input type="radio"/>	<input type="radio"/>	VR375022																																
<p>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?</p> <p><input type="radio"/> 0–25%</p> <p><input type="radio"/> 26–50%</p> <p><input type="radio"/> 51–60%</p> <p><input type="radio"/> 61–70%</p> <p><input type="radio"/> 71–80%</p> <p><input type="radio"/> 81–90%</p> <p><input type="radio"/> Over 90%</p> <p><input type="radio"/> The school did not track student attendance during this time.</p> <p style="margin-top: 20px;">(2021 Grade 8)</p>	N/A	D	This item was dropped.																																

Appendix J3-20: Operational Grade 8 COVID-19 School Items

VR267149

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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267151
c. Preparing digital resources for students' distance learning (e.g., curating existing resources, designing new resources)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267152
d. Preparing paper-based resources for students' distance learning (e.g., curating existing resources, designing new resources)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267156
e. Adapting existing curriculum plans and resources for distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267154
f. Planning additional instructional support for students with disabilities (SD)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267155
g. Planning additional instructional support for English language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267172
b. Conduct virtual office hours or online meetings with students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267173
c. Initiate phone calls to students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR267175
d. Initiate communications with parents or guardians about their child's progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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 2020-2021 school year?

- A Yes
 B No

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

	Yes, before last school year	Yes, during last school year	Yes, before and during last 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	VR374143
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	VR374144
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	VR374145
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	VR374146
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	VR374147
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	VR374148
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	VR374149

9. For **last 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): _____

10. For **last 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 had 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): _____

11. For last 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	VR375478
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	VR375477
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	VR375479
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	VR375476

12. While doing distance learning **last 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	VR375487
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	VR375490
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	VR375488
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	VR375489

VR375515

13. Was the structure of **last school year** 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	VR375516
b. The school year ended later.	<input type="radio"/> A	<input type="radio"/> B	VR375517
c. The length of the school day was extended to make up for learning time that was missed last school year.	<input type="radio"/> A	<input type="radio"/> B	VR375518
d. School attendance was scheduled in shifts (e.g., attendance for half days or every other day).	<input type="radio"/> A	<input type="radio"/> B	VR375519
e. Additional school programs or classes were offered to students to make up for gaps in learning.	<input type="radio"/> A	<input type="radio"/> B	VR375520
f. Students had the option to repeat their previous grade level.	<input type="radio"/> A	<input type="radio"/> B	VR375521
g. Students had the option to repeat a specific class or subject.	<input type="radio"/> A	<input type="radio"/> B	VR375522