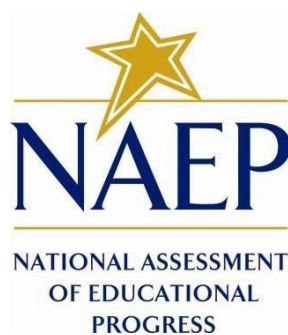


*NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL ASSESSMENT
OF EDUCATIONAL PROGRESS*

National Assessment of Educational Progress (NAEP) 2024

*Appendix J3
2024 School Questionnaires*

OMB# 1850-0928 v.31



August 2023

Appendix J3 provides the school survey questionnaires that will be administered in 2024. Grades 4 and 8 Core, Math, Reading, and Charter School questionnaires were previously approved in 2022 (OMB# 1850-0928 v.28), and any changes to the items from the 2022 administration are reflected in summary tables. Additionally, grade 8 Science and grade 12 Core, Math, and Reading were previously approved in 2019 (OMB# 1850-0928 v.15), and any changes to the items from the 2019 administration are reflected in summary tables. New COVID-19 Learning Recovery and NIES SQs, are available in this document. Any changes to the NIES SQs since the 2019 administration are reflected in summary tables.

Please note, some of the numbers of the items may be missing or out of order in these printed versions. This will be corrected in the platform view.

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School Administrator Questionnaire Login Screen



Online Questionnaires 2024

To support the National Center for Education Statistics (NCES) in the collection of responses to teacher and school survey questionnaires for the National Assessment of Educational Progress (NAEP) program, your first name, last name, and email address are secured in the application database and are only available to NCES, NAEP staff, and subcontractors. Your name and email address are not shared and are used only to create a unique identifier for the survey application. Only the unique identifier is associated with survey responses for data analysis purposes.

If you have any questions, feel free to contact us at: NAEPHelp@westat.com



User ID:

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 2024

Welcome, N/A N/A

Questions List Flag Clear Help Print Exit

Q957 Grade 4 Reading and Math School Q | Directions

SCHOOL QUESTIONNAIRE

GRADE 4

During the 2023–2024 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 30 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 4/30/2026

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Appendix J3-1: Summary of Changes Operational Grade 4 and Grade 8 (Core)

2024 Operational Grade 4 and 8 Core School																																									
Previous Item	2024 Item	D/A/ R+	Rationale																																						
N/A	<div style="text-align: right; font-size: small; margin-bottom: 5px;">YR70023</div> <p>15. During this school year, what percentage of your students have been absent from school 10% or more of all school days?</p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-90% <input type="radio"/> Over 90% <p>Issue: Learning Recovery</p>	A	This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.																																						
N/A	<div style="text-align: right; font-size: small; margin-bottom: 5px;">YR70024</div> <p>14. In this school year, have any of the following interventions been provided to students since the period of extended remote and hybrid learning because of the COVID-19 pandemic? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%;">Yes, for all students</th> <th style="width: 10%;">Yes, for most students</th> <th style="width: 10%;">Yes, for some students</th> <th style="width: 10%;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">a. In-school tutoring programs</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;">YR70040</td> </tr> <tr> <td style="font-size: small;">b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards</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;">YR70041</td> </tr> <tr> <td style="font-size: small;">c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards</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;">YR70042</td> </tr> <tr> <td style="font-size: small;">d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or school day programs)</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;">YR70043</td> </tr> <tr> <td style="font-size: small;">e. Social-emotional supports (e.g., counseling or a toll-free hotline)</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;">YR70044</td> </tr> </tbody> </table> <p>Issue: Learning Recovery</p>		Yes, for all students	Yes, for most students	Yes, for some students	No		a. In-school tutoring programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70040	b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70041	c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70042	d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or school day programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70043	e. Social-emotional supports (e.g., counseling or a toll-free hotline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70044	A	This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.		
	Yes, for all students	Yes, for most students	Yes, for some students	No																																					
a. In-school tutoring programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70040																																				
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70041																																				
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70042																																				
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or school day programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70043																																				
e. Social-emotional supports (e.g., counseling or a toll-free hotline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YR70044																																				

N/A

17. In this school year, which tutoring models were used in your school? Select one circle in each row. VR70403

	Yes	No	
a. High-dosage tutoring (i.e., tutoring that takes place for 90 minutes or more per week in groups of 1-4 students)	<input checked="" type="radio"/>	<input type="radio"/>	VR70404
b. Standard tutoring (i.e., tutoring that takes place between 30 and 89 minutes per week in groups of 1-4 students)	<input checked="" type="radio"/>	<input type="radio"/>	VR70406
c. On-demand, online tutoring	<input checked="" type="radio"/>	<input type="radio"/>	VR70407
d. Peer tutoring (i.e., tutoring provided by high-achieving students)	<input checked="" type="radio"/>	<input type="radio"/>	VR70408

Issue: Learning Recovery

A

This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

N/A

18. In this school year, did any of the following types of people administer tutoring? Select one circle in each row. VR70405

	Yes, in person	Yes, online	Yes, both in person and online	No	
a. Teachers with training in tutoring methods	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR70409
b. Teachers without training in tutoring methods	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR70410
c. Paraprofessionals with training in tutoring methods	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR70411
d. Paraprofessionals without training in tutoring methods	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR70412
e. Volunteer tutors	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR70413
f. Contracted partners or external vendors specialized in providing tutoring services	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR70414
g. High-achieving students	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR70415

Issue: Learning Recovery

A

This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

N/A

22. How much does each of the following statements describe the teachers at your school this year? Select one answer choice on each row.

VR586306

A

	Not at all like the teachers at my school	A little bit like the teachers at my school	Quite a bit like the teachers at my school	Exactly like the teachers at my school	
a. Teachers care about the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586422
b. Students feel comfortable talking with their teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586433
c. Teachers expect students to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586424
d. Teachers are available when students need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586425
e. Teachers try to understand students' problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586436
f. Teachers notice if students need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586427
g. Teachers treat all students respectfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586428

Issue: Learning Recovery

This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

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.

VID41908

N/A

D

	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"/>	VID41940
b. Attend teacher-parent conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41939

(2022 Grades 4 and 8)

Issue: School Climate

This Item was selected to be dropped to reduce burden due to the addition of the Learning Recovery Items.

Appendix J3-2: Operational Grade 4 (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/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Ⓕ Special education school: primarily serves students with disabilities
- Ⓖ Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Ⓗ Private independent school
- Ⓙ Private religiously affiliated school
- Ⓚ Independent charter school
- Ⓛ Charter school administered by local school district

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

4. What is the current enrollment in your school?

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%

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

- Ⓐ Yes
- Ⓑ No

11. 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).

12. 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%

13. 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.

14. 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

15. During **this school year**, what percentage of your students have been absent from school 10% or more of all school days?

- Ⓐ None
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

VR730424

14. In **this school year**, have any of the following interventions been provided to students since the period of extended remote and hybrid learning **because of the COVID-19 pandemic**? Select **one** circle in each row.

	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring programs	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730440
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730441
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730442
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or school day programs)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730443
e. Social-emotional supports (e.g., counseling or a toll-free hotline)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730444

17. In this school year, which tutoring models were used in your school? Select **one** circle in each row.

	Yes	No	
a. High-dosage tutoring (i.e., tutoring that takes place for 90 minutes or more per week in groups of 1-4 students)	<input type="radio"/>	<input type="radio"/>	VR730445
b. Standard tutoring (i.e., tutoring that takes place between 30 and 89 minutes per week in groups of 1-4 students)	<input type="radio"/>	<input type="radio"/>	VR730446
c. On-demand, online tutoring	<input type="radio"/>	<input type="radio"/>	VR730447
d. Peer tutoring (i.e., tutoring provided by high-achieving students)	<input type="radio"/>	<input type="radio"/>	VR730448

18. In this school year, did any of the following types of people administer tutoring? Select **one** circle in each row.

	Yes, in person	Yes, online	Yes, both in person and online	No	
a. Teachers with training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730449
b. Teachers without training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730450
c. Paraprofessionals with training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730451
d. Paraprofessionals without training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730452
e. Volunteer tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730453
f. Contracted partners or external vendors specialized in providing tutoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730454
g. High-achieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730455

19. 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.

- 0
 1–5
 6–10
 11–15
 16–25
 More than 25

20. 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.*

_____ Full-time teachers

_____ Part-time teachers

21. 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%

22. How much does each of the following statements describe the teachers at your school this year? Select **one** answer choice on each row.

	Not at all like the teachers at my school	A little bit like the teachers at my school	Quite a bit like the teachers at my school	Exactly like the teachers at my school	
a. Teachers care about the students.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586422
b. Students feel comfortable talking with their teachers.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586423
c. Teachers expect students to do well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586424
d. Teachers are available when students need them.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586425
e. Teachers try to understand students' problems.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586426
f. Teachers notice if students need help.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586427
g. Teachers treat all students respectfully.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586428

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

- A Yes
 B No

24. 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)

25. 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.

26. 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.

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

28. 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.

29. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.
- Ⓐ In some classrooms
 - Ⓑ In all classrooms
 - Ⓒ In a media center
 - Ⓓ In a computer lab
 - Ⓔ In the school library
 - Ⓕ On mobile carts
 - Ⓖ The school distributed laptop computers to students doing distance learning.

30. 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.

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

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

33. 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: 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/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Special education school: primarily serves students with disabilities
- Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Private independent school
- Private religiously affiliated school
- Independent charter school
- Charter school administered by local school district

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

4. What is the current enrollment in your school?

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%

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

- Ⓐ Yes
- Ⓑ No

11. 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).

12. 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%

13. 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.

14. 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

15. During **this school year**, what percentage of your students have been absent from school 10% or more of all school days?

- Ⓐ None
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

14. In **this school year**, have any of the following interventions been provided to students since the period of extended remote and hybrid learning **because of the COVID-19 pandemic**? Select **one** circle in each row.

	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring programs	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730440
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730441
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730442
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or school day programs)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730443
e. Social-emotional supports (e.g., counseling or a toll-free hotline)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR730444

17. In this school year, which tutoring models were used in your school? Select **one** circle in each row.

	Yes	No	
a. High-dosage tutoring (i.e., tutoring that takes place for 90 minutes or more per week in groups of 1-4 students)	<input type="radio"/>	<input type="radio"/>	VR730445
b. Standard tutoring (i.e., tutoring that takes place between 30 and 89 minutes per week in groups of 1-4 students)	<input type="radio"/>	<input type="radio"/>	VR730446
c. On-demand, online tutoring	<input type="radio"/>	<input type="radio"/>	VR730447
d. Peer tutoring (i.e., tutoring provided by high-achieving students)	<input type="radio"/>	<input type="radio"/>	VR730448

18. In this school year, did any of the following types of people administer tutoring? Select **one** circle in each row.

	Yes, in person	Yes, online	Yes, both in person and online	No	
a. Teachers with training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730449
b. Teachers without training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730450
c. Paraprofessionals with training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730451
d. Paraprofessionals without training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730452
e. Volunteer tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730453
f. Contracted partners or external vendors specialized in providing tutoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730454
g. High-achieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730455

19. 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.

- 0
- 1-5
- 6-10
- 11-15
- 16-25
- More than 25

20. 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.*

_____ Full-time teachers

_____ Part-time teachers

21. 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%

22. How much does each of the following statements describe the teachers at your school this year? Select **one** answer choice on each row.

	Not at all like the teachers at my school	A little bit like the teachers at my school	Quite a bit like the teachers at my school	Exactly like the teachers at my school	
a. Teachers care about the students.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586422
b. Students feel comfortable talking with their teachers.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586423
c. Teachers expect students to do well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586424
d. Teachers are available when students need them.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586425
e. Teachers try to understand students' problems.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586426
f. Teachers notice if students need help.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586427
g. Teachers treat all students respectfully.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586428

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

- A Yes
 B No

24. 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)

25. 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.

26. 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.

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

28. 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.

29. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.
- Ⓐ In some classrooms
 - Ⓑ In all classrooms
 - Ⓒ In a media center
 - Ⓓ In a computer lab
 - Ⓔ In the school library
 - Ⓕ On mobile carts
 - Ⓖ The school distributed laptop computers to students doing distance learning.

30. 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.

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

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

33. 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

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"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH241940
b. Attend teacher-parent conferences	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH241939

Appendix J3-4: Summary of Changes Operational Grade 12 (Core)

2024 Operational Grade 12 Core School			
Previous Item	2024 Item	D/A/R+	Rationale
<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p style="margin-top: 20px;">(2019 Grade 12)</p>	<p style="text-align: center;">N/A</p> <p style="margin-top: 20px;">Issue: Gender</p>	D	<p>This Item was dropped so Grade 12 matches Grades 4 and 8, which were administered in 2022.</p>
<p style="text-align: center;">N/A</p>	<p>15. During this school year, what percentage of your students have been absent from school 10% or more of all school days?</p> <p><input type="radio"/> None</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 style="margin-top: 20px;">Issue: Learning Recovery</p>	A	<p>This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.</p>

N/A

14. In this school year, have any of the following interventions been provided to students since the period of extended remote and hybrid learning because of the COVID-19 pandemic? Select one circle in each row.

VB730424

	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730440
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730441
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730442
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or school day programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730443
e. Social-emotional supports (e.g., counseling or a toll-free hotline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730444

Issue: Learning Recovery

A

This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

N/A

17. In this school year, which tutoring models were used in your school? Select one circle in each row.

VB730425

	Yes	No	
a. High-dosage tutoring (i.e., tutoring that takes place for 90 minutes or more per week in groups of 1-4 students)	<input type="radio"/>	<input type="radio"/>	VB730445
b. Standard tutoring (i.e., tutoring that takes place between 30 and 89 minutes per week in groups of 1-4 students)	<input type="radio"/>	<input type="radio"/>	VB730446
c. On-demand, online tutoring	<input type="radio"/>	<input type="radio"/>	VB730447
d. Peer tutoring (i.e., tutoring provided by high-achieving students)	<input type="radio"/>	<input type="radio"/>	VB730448

Issue: Learning Recovery

A

This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

N/A

18. In this school year, did any of the following types of people administer tutoring? Select one circle in each row. VB73045

	Yes, in person	Yes, online	Yes, both in person and online	No	
a. Teachers with training in tutoring methods	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730449
b. Teachers without training in tutoring methods	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730450
c. Paraprofessionals with training in tutoring methods	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730451
d. Paraprofessionals without training in tutoring methods	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730452
e. Volunteer tutors	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730453
f. Contracted partners or external vendors specialized in providing tutoring services	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730454
g. High-achieving students	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730455

Issue: Learning Recovery

A

This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

N/A

22. How much does each of the following statements describe the teachers at your school this year? Select one answer choice on each row. VB86396

	Not at all like the teachers at my school	A little bit like the teachers at my school	Quite a bit like the teachers at my school	Exactly like the teachers at my school	
a. Teachers care about the students.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB86412
b. Students feel comfortable talking with their teachers.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB86413
c. Teachers expect students to do well.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB86414
d. Teachers are available when students need them.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB86415
e. Teachers try to understand students' problems.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB86416
f. Teachers notice if students need help.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB86417
g. Teachers treat all students respectfully.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB86418

Issue: Learning Recovery

A

This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

<p>N/A</p>	<p>15. During this school year, what percentage of your students have been absent from school 10% or more of all school days?</p> <p> <input type="radio"/> None <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-90% <input type="radio"/> Over 90% </p> <p>Issue: Learning Recovery</p>	<p style="text-align: right;">VE75823</p> <p>A</p> <p>This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.</p>
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Appendix J3-5: Operational Grade 12 (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

4. What is the current enrollment in your school?

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%

VH253948

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

%

VH240209

7. 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%

VH240210

8. 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%

VH240215

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

- Yes
- No

10. 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).

11. 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%

12. 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.

14. 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

14. In **this school year**, have any of the following interventions been provided to students since the period of extended remote and hybrid learning **because of the COVID-19 pandemic**? Select **one** circle in each row.

	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730440
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730441
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730442
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or school day programs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730443
e. Social-emotional supports (e.g., counseling or a toll-free hotline)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730444

15. In this school year, which tutoring models were used in your school? Select **one** circle in each row.

	Yes	No	
a. High-dosage tutoring (i.e., tutoring that takes place for 90 minutes or more per week in groups of 1-4 students)	<input type="radio"/>	<input type="radio"/>	VR730445
b. Standard tutoring (i.e., tutoring that takes place between 30 and 89 minutes per week in groups of 1-4 students)	<input type="radio"/>	<input type="radio"/>	VR730446
c. On-demand, online tutoring	<input type="radio"/>	<input type="radio"/>	VR730447
d. Peer tutoring (i.e., tutoring provided by high-achieving students)	<input type="radio"/>	<input type="radio"/>	VR730448

16. In this school year, did any of the following types of people administer tutoring? Select **one** circle in each row.

	Yes, in person	Yes, online	Yes, both in person and online	No	
a. Teachers with training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730449
b. Teachers without training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730450
c. Paraprofessionals with training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730451
d. Paraprofessionals without training in tutoring methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730452
e. Volunteer tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730453
f. Contracted partners or external vendors specialized in providing tutoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730454
g. High-achieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730455

17. Of the students in last year's graduating class, approximately what percentage is doing each of the following? Select **one** circle in each row.

	0-5%	6-10%	11-25%	26-50%	51-75%	Over 75%	I don't know.	
a. Attending a two-year college	<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	VH241933
b. Attending a four-year college	<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	VH241935
c. Attending a vocational-technical or business school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH241934
d. Working for pay	<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	VH241937
e. Serving in the military (excluding ROTC and military academies)	<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	VH241936

18. Does your school offer any of the following services to students on a regular basis? Select **one** circle in each row.

	Yes	No	
a. Career and technical education workshops	<input type="radio"/> A	<input type="radio"/> B	VH741200
b. Career counseling services or programs	<input type="radio"/> A	<input type="radio"/> B	VH741201
c. Job placement services	<input type="radio"/> A	<input type="radio"/> B	VH741202
d. Career days or job fairs	<input type="radio"/> A	<input type="radio"/> B	VH741203
e. Career or employment readiness workshops	<input type="radio"/> A	<input type="radio"/> B	VH741204

19. 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.

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

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

	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.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher-parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

20. 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.

_____ Full-time teachers

_____ Part-time teachers

22. 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%

23. During **this school year**, what percentage of your students have been absent from school 10% or more of all school days?

- Ⓐ None
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

24. How much does each of the following statements describe the teachers at your school this year? Select **one** answer choice on each row.

	Not at all like the teachers at my school	A little bit like the teachers at my school	Quite a bit like the teachers at my school	Exactly like the teachers at my school	
a. Teachers care about the students.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586422
b. Students feel comfortable talking with their teachers.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586423
c. Teachers expect students to do well.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586424
d. Teachers are available when students need them.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586425
e. Teachers try to understand students' problems.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586426
f. Teachers notice if students need help.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586427
g. Teachers treat all students respectfully.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586428

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

- Yes
- No

26. 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)

27. 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.

28. 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.

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

30. 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.

31. In your school, where are **laptop computers** (including Chromebooks) available for students to work? Select **all** squares that apply.
- Ⓐ In some classrooms
 - Ⓑ In all classrooms
 - Ⓒ In a media center
 - Ⓓ In a computer lab
 - Ⓔ In the school library
 - Ⓕ On mobile carts
 - Ⓖ The school distributed laptop computers to students doing distance learning.

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

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

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

35. 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 J3-6: Operational Grade 4 (Mathematics)

VH270570

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

VH270571

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"/>	VH2.40916
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"/>	VH2.40917
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"/>	VH2.40918

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"/>	VH2.40906
b. Fourth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.40909
c. Fifth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.40908
d. Sixth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.40907

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

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

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

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

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

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

Appendix J3-7: Summary of Changes Operational Grade 8 (Mathematics)

2024 Operational Grade 8 Mathematics School																														
Previous Item	2024 Item				D/A/R+	Rationale																								
<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; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></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>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: center;">VID40963</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: center;">VID40966</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: center;">VID40965</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2022 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"/>	VID40963	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"/>	VID40966	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"/>	VID40965	<p>N/A</p> <p style="margin-top: 20px;">Issue: Resources for Learning and Instruction</p>				<p>D</p>	<p>This Item was selected to be dropped to reduce burden due to the addition of the Learning Recovery Items.</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"/>	VID40963																									
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"/>	VID40966																									
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"/>	VID40965																									

Appendix J3-8: Operational Grade 8 (Mathematics)

VHS91775

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%

VHS11923

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

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–20%
- Ⓔ 21–30%
- Ⓕ 31–40%
- Ⓖ 41–50%
- Ⓗ More than 50%

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

	Yes	No	
a. There are students in my school who take high school mathematics classes.	<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

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

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 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

7. 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 type="radio"/>	<input type="radio"/>	VH240970
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240971
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240969

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

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

Appendix J3-9: Operational Grade 12 (Mathematics)

VH240077

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

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

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

VH240984

	Yes	No	
a. Pre-calculus or introductory analysis	<input type="radio"/>	<input type="radio"/>	VH241006
b. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VH241017
c. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VH241018
d. Trigonometry	<input type="radio"/>	<input type="radio"/>	VH240991
e. International Baccalaureate® (IB) Mathematics	<input type="radio"/>	<input type="radio"/>	VH241008
f. Advanced Placement (AP®) Calculus AB	<input type="radio"/>	<input type="radio"/>	VH241009
g. Advanced Placement (AP) Calculus BC	<input type="radio"/>	<input type="radio"/>	VH241010
h. Calculus (other than Advanced Placement [AP] Calculus)	<input type="radio"/>	<input type="radio"/>	VH241007
i. Advanced Placement (AP) Statistics	<input type="radio"/>	<input type="radio"/>	VH241011
j. Probability and/or statistics (other than Advanced Placement [AP] Statistics)	<input type="radio"/>	<input type="radio"/>	VH241012
k. Advanced Placement (AP) Computer Science Principles	<input type="radio"/>	<input type="radio"/>	VH887721
l. Advanced Placement (AP) Computer Science A	<input type="radio"/>	<input type="radio"/>	VH796763
m. Computer science (other than Advanced Placement [AP] Computer Science)	<input type="radio"/>	<input type="radio"/>	VH241016

3. Which of the following mathematics courses are required for high school graduation? Select **one** circle in each row.

	Yes	No	
a. Algebra I	<input type="radio"/>	<input type="radio"/>	VH24.1022
b. Geometry	<input type="radio"/>	<input type="radio"/>	VH24.1023
c. Algebra II	<input type="radio"/>	<input type="radio"/>	VH24.1024
d. Statistics/Probability	<input type="radio"/>	<input type="radio"/>	VH24.1025
e. Integrated mathematics 1 (first year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VH24.1032
f. Integrated mathematics 2 (second year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VH24.1033
g. Integrated mathematics 3 (third year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VH24.1034
h. Integrated mathematics 4 (fourth year of a multi-year course)	<input type="radio"/>	<input type="radio"/>	VH24.1028
i. Other mathematics course (Please specify): _____	<input type="radio"/>	<input type="radio"/>	VH24.1031

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

- Yes
 No

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

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

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

- Ⓐ 0%
 Ⓑ 1-5%
 Ⓒ 6-10%
 Ⓓ 11-20%
 Ⓔ 21-30%
 Ⓕ 31-40%
 Ⓖ 41-50%
 Ⓗ More than 50%

VH270533

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

VH240080

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

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

VH241043

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241044
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241046
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241045

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH733487
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH733486
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH733485

12. Approximately what percentage of students in this year's graduating class has enrolled in a distance learning course for the following subjects? Select **one** circle in each row.
(Distance learning courses are defined for this survey as credit-granting courses in which the teacher and student are in different locations. They can be delivered via audio, video, or Internet or other computer technologies. They may originate from your school or another entity.)

	Not offered	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%	
a. English/ language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH860443
b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH860444
c. Social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH860445
d. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH860450
e. Computer science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH860447
f. Foreign languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH860448
g. Career and technical/ vocational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH860449

13. Approximately what percentage of students in this year's graduating class has enrolled in a mathematics academic course for dual credit taught at the following locations? Select **one** circle in each row.
(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%	
a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241071
b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241072
c. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241074

14. Approximately what percentage of students in this year's graduating class has enrolled in a career and technical/vocational course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate[®] courses.)

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%	
a. On your high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241078
b. On a postsecondary campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241079
c. On a career and technical/vocational school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH859714
d. Through distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241080

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

	Yes	No	
a. Peer tutoring in mathematics	<input type="radio"/>	<input type="radio"/>	VH270636
b. Mathematics competitions	<input type="radio"/>	<input type="radio"/>	VH270637
c. Chess clubs	<input type="radio"/>	<input type="radio"/>	VH270638
d. Programming classes	<input type="radio"/>	<input type="radio"/>	VH270640
e. Mathematics clubs	<input type="radio"/>	<input type="radio"/>	VH270641
f. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	VH270643

Appendix J3-10: Summary of Changes Operational Grade 4, 8, and 12 (Reading)

2024 Operational Grade 4, 8, and 12 Reading School																																																			
Previous Item	2024 Item	D/A/R+	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 fourth-grade English-language learners (ELLs)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Certified ELL/bilingual education teachers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1804126</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1804127</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1804128</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1804129</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1804131</td> </tr> </tbody> </table> <p style="margin-top: 10px;">(2022 Grades 4 and 8, 2019 Grade 12)</p>		Yes	No		a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	V1804126	b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	V1804127	c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	V1804128	d. Paraprofessionals or teacher aides who are trained to work with students who are ELLs	<input type="radio"/>	<input type="radio"/>	V1804129	e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	V1804131	<p>6. 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 learners (ELs)? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Certified EL/bilingual education 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;">V1761084</td> </tr> <tr> <td>b. Reading specialists or literacy coaches</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1761085</td> </tr> <tr> <td>c. Speech pathologists</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1761081</td> </tr> <tr> <td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELs</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1761082</td> </tr> <tr> <td>e. Parent volunteers</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">V1761083</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Issue: Resources for Learning and Instruction</p>		Yes	No		a. Certified EL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	V1761084	b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	V1761085	c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	V1761081	d. Paraprofessionals or teacher aides who are trained to work with students who are ELs	<input type="radio"/>	<input type="radio"/>	V1761082	e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	V1761083	R	<p>This Item was revised to update applicable terminology: English-language learners (ELLs) updated to English learners (ELs).</p>
	Yes	No																																																	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	V1804126																																																
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Appendix J3-11: Operational Grade 4 (Reading)

VH240020

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

VH240562

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

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

VH240021

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240567
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240566

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

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

6. 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 learners (ELs)? Select **one** circle in each row.

	Yes	No	
a. Certified EL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VR761084
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VR761080
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VR761081
d. Paraprofessionals or teacher aides who are trained to work with students who are ELs	<input type="radio"/>	<input type="radio"/>	VR761082
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VR761083

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

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

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

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

9. 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 type="radio"/>	<input type="radio"/>	VH240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240609

Appendix J3-12: Operational Grade 8 (Reading)

VH240022

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

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

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 type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH1562871
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	VH1259963

VH240023

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240604
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240603

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

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

6. 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 learners (ELs)? Select **one** circle in each row.

	Yes	No	
a. Certified EL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VR761089
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VR761086
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VR761087
d. Paraprofessionals or teacher aides who are trained to work with students who are ELs	<input type="radio"/>	<input type="radio"/>	VR761088
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VR761090

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

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

8. 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 type="radio"/>	<input type="radio"/>	VH240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240609

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

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

Appendix J3-13: Operational Grade 12 (Reading)

VH240024

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

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

VH240714

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240715
b. Provide one-on-one help to students at various achievement levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240716

VH240025

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240720
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240719

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

	Yes	No	
a. Special Education teachers (and related service providers)	Ⓐ	Ⓑ	VH240727
b. Reading specialists or literacy coaches	Ⓐ	Ⓑ	VH240728
c. Speech pathologists	Ⓐ	Ⓑ	VH240729
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	Ⓐ	Ⓑ	VH240733
e. Parent volunteers	Ⓐ	Ⓑ	VH240730

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

	Yes	No	
a. Certified EL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VR761095
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VR761093
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VR761094
d. Paraprofessionals or teacher aides who are trained to work with students who are ELs	<input type="radio"/>	<input type="radio"/>	VR761097
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VR761096

7. 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 type="radio"/>	<input type="radio"/>	VH240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240609

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240724
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240725
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240723

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

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

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

- Yes
 No

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

	Yes	No	
a. Advanced Placement English Language and Composition	<input type="radio"/>	<input type="radio"/>	VH240743
b. Advanced Placement English Literature and Composition	<input type="radio"/>	<input type="radio"/>	VH240745
c. English language and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VH240747
d. English literature and composition (beyond an introductory course)	<input type="radio"/>	<input type="radio"/>	VH240748
e. International Baccalaureate [®] Language A1	<input type="radio"/>	<input type="radio"/>	VH240746

12. Approximately what percentage of students in this year's graduating class has enrolled in an English/language arts academic course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate® courses.)

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	Over 75%	
a. On your high school campus	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH240751
b. On a postsecondary campus	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH240752
c. Through distance learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	VH240753

Appendix J3-14: Operational Grade 8 (Science)

VHR59453

1. In addition to their regular classroom teacher, are there any **additional** full- or part-time science staff (e.g., a science specialist, science lead teacher, science supervisor, or science department head) **available to eighth-grade students** at your school?

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

VHR59456

2. To what extent is each of the following a responsibility of the **additional** science staff **available to eighth-grade students** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide science course-related support, remediation, or intervention to individual students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241371
b. Provide science course-related support, remediation, or intervention to groups of students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241372
c. Provide science enrichment to individual students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241373
d. Provide science enrichment to groups of students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241374

VHR59464

3. Are there any **additional** full- or part-time science staff (e.g., a science coach, science lead teacher, science supervisor, or science department head) **available to eighth-grade teachers** at your school?

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

4. To what extent is each of the following a responsibility of the **additional** science staff **available to eighth-grade teachers** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance with science content or the teaching of science to individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241376
b. Provide technical support/assistance with lab equipment to individual teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH640268
c. Conduct professional development about science or the teaching of science for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241377

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241307
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241306
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241309
d. Recommendations from school science department	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241311

6. To what extent do your school's eighth-grade science curricula focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241383
b. District assessments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241382
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH643937

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

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

VH240122

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

- Ⓐ Yes
 Ⓑ No

VH241384

9. To what extent do your school's science laboratories that are available for eighth-grade instruction have the following features? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Demonstration stations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241385
b. Internet connection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241389
c. Student lab stations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241386
d. Storage areas for chemicals and other supplies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241387
e. Electricity (for example, power outlets for using lab equipment)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241388
f. Running water	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241394
g. Gas for burners	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241390
h. Hoods or air hoses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241391
i. Safety equipment (e.g., goggles, fire extinguishers, or eye wash stations)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241392
j. Computers and other digital devices	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241393

10. In this school year, are any of the following types of science clubs offered to eighth-grade students in your school? Select **one** circle in each row.

	Yes	No	
a. Teacher volunteered (initiated and run by individual teachers)	<input type="radio"/>	<input type="radio"/>	VH241447
b. School sponsored (initiated by school and run by school designated personnel)	<input type="radio"/>	<input type="radio"/>	VH241449
c. Partnered with external agencies (e.g., universities, science museums, or companies)	<input type="radio"/>	<input type="radio"/>	VH241448

11. To what extent does your school provide eighth-grade students with the following learning experiences? Select **one** circle in each row.

	Not at all	1-2 times per year	3 or more times per year	
a. Science fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241452
b. Science competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241453
c. Science-related field trips (e.g., museums, zoos, aquariums, science centers, or other similar sites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241454

Appendix J3-15: Operational Grade 4, 8, and 12 Charter School

V1E40223

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

V1E54022

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

V1E60788

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

V1E40225

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 J3-16: Pilot Grade 4 Charter School (Reading and Mathematics)

VH240223

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.)

- A Yes
- B No

VH254022

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

VH860788

3. Who granted your school's current charter?

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

VH240225

4. What is the legal status of your school?

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

VH240226

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

- A Yes
- B No

VH812949

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

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

VH240227

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

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

VH812950

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

- A For-profit
- B Nonprofit

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

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

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

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

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

days

12. What is the total instructional time, excluding breaks, in a typical school day? Enter the number of hours and minutes.

_____ hours and _____ minutes per day

Appendix J3-17: Pilot Grade 8 Charter School (Mathematics)

VH240223

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

VH254022

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

VH860788

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

VH240225

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. How many charter schools are operated by this company or organization?
- Two to four schools
 - Five to nine schools
 - Ten or more schools

7. 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.

8. Is your school a for-profit or nonprofit charter school?
- For-profit
 - Nonprofit

9. 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

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

	Yes	No	
a. Dress code	Ⓐ	Ⓑ	VH241947
b. Home learning environment	Ⓐ	Ⓑ	VH241951
c. Homework	Ⓐ	Ⓑ	VH241946
d. Parent-teacher communication	Ⓐ	Ⓑ	VH241953
e. Parent volunteering	Ⓐ	Ⓑ	VH241952
f. School discipline policy	Ⓐ	Ⓑ	VH241948
g. Student attendance	Ⓐ	Ⓑ	VH241945
h. Student promotion policy	Ⓐ	Ⓑ	VH241950

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

days

12. What is the total instructional time, excluding breaks, in a typical school day? Enter the number of hours and minutes.

_____ hours and _____ minutes per day

Appendix J3-18: Pilot Grade 8 Charter School (Reading)

VH240223

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.)

- A Yes
- B No

VH254022

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

VH860788

3. Who granted your school's current charter?

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

VH240225

4. What is the legal status of your school?

- A Officially part of the school district or local education agency (LEA)
- B Independent from the school district or local education agency (LEA)
- C 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. How many charter schools are operated by this company or organization?
- Ⓐ Two to four schools
 - Ⓑ Five to nine schools
 - Ⓒ Ten or more schools

7. 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.

8. Is your school a for-profit or nonprofit charter school?
- Ⓐ For-profit
 - Ⓑ Nonprofit

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

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

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

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

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

days

12. What is the total instructional time, excluding breaks, in a typical school day? Enter the number of hours and minutes.

_____ hours and _____ minutes per day

Appendix J3-19: Summary of Changes Operational Grade 4 (NIES)

2024 Operational Grade 4 NIES School																																																																																																																											
Previous Item	2024 Item	D/ A/ R+	Rationale																																																																																																																								
<p>8. For this school year, has funding from any of the following sources been used to provide educational services and support for American Indian or Alaska Native students? Some of the sources are designated specifically for American Indian or Alaska Native education, while others are intended for broader use. Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">I don't know.</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Title I funds (Compensatory Education)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01663</td></tr> <tr><td>b. Title II funds (Professional Improvement)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01664</td></tr> <tr><td>c. Title III or other bilingual or ESL/ELL funds</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01665</td></tr> <tr><td>d. Title VII, Indian Education Formula Grant</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01666</td></tr> <tr><td>e. Title VII, Discretionary Grant under Indian Education</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01667</td></tr> <tr><td>f. Individuals with Disabilities Education Act (IDEA) funds</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01674</td></tr> <tr><td>g. Impact Aid Program</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01669</td></tr> <tr><td>h. Johnson-O'Malley Grant</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01670</td></tr> <tr><td>i. Alaska Native Education Programs</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01671</td></tr> <tr><td>j. Tribal or Village funds</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01672</td></tr> <tr><td>k. 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For this school year, has funding from any of the following sources been used to provide educational services and support for American Indian or Alaska Native students? Some of the sources are designated specifically for American Indian or Alaska Native education, while others are intended for broader use. Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">I don't know.</th> <th></th> </tr> </thead> <tbody> <tr><td>a. Title I funds (Compensatory Education)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01663</td></tr> <tr><td>b. 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h. Low teacher expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01738																																																																																																																						
i. Low family involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01739																																																																																																																						
j. Inadequate transportation for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01725																																																																																																																						
<p>N/A</p>	<p>20. In this school year, to what extent have you supported school initiatives that try to achieve each of the following outcomes? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <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. Teaching American Indian or Alaska Native students about the importance of belonging to a community</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01664</td></tr> <tr><td>b. Teaching American Indian or Alaska Native students about the importance of supporting their peers</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01665</td></tr> <tr><td>c. Using stories or legends from American Indian or Alaska Native cultures to teach the importance of community support</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;">VIE01666</td></tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. Teaching American Indian or Alaska Native students about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01664	b. Teaching American Indian or Alaska Native students about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01665	c. Using stories or legends from American Indian or Alaska Native cultures to teach the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VIE01666	A	Added to cover social emotional learning.																																																																																																
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N/A	<p>21. How much do you agree with each of the following statements about you this school year? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Strongly disagree</th> <th>Disagree</th> <th>Agree</th> <th>Strongly agree</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I provided school-wide social emotional learning programs or initiatives to promote social inclusion and to help students identify others' feelings, identify their own feelings, and develop behavioral coping skills.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB01667</td> </tr> <tr> <td>b. I adapted social emotional learning strategies to reflect American Indian or Alaska Native students' cultures in my school.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB01668</td> </tr> <tr> <td>c. I engaged in self-reflection about implementing social emotional learning strategies in my school.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB01669</td> </tr> <tr> <td>d. I provided professional development opportunities for teachers on implementing social emotional learning strategies in their classrooms.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB01670</td> </tr> <tr> <td>e. I communicated with parents/caregivers about social emotional learning initiatives in my school.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB01671</td> </tr> </tbody> </table>		Strongly disagree	Disagree	Agree	Strongly agree		a. I provided school-wide social emotional learning programs or initiatives to promote social inclusion and to help students identify others' feelings, identify their own feelings, and develop behavioral coping skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB01667	b. I adapted social emotional learning strategies to reflect American Indian or Alaska Native students' cultures in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB01668	c. I engaged in self-reflection about implementing social emotional learning strategies in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB01669	d. I provided professional development opportunities for teachers on implementing social emotional learning strategies in their classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB01670	e. I communicated with parents/caregivers about social emotional learning initiatives in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB01671	A	Added to cover social emotional learning.
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N/A	<p>22. Are you aware of efforts at your school this year to engage with American Indian or Alaska Native tribal nations or groups for their input on your school's educational programs? Select one answer choice.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	A	Added to cover American Indian/ Alaska Native engagement.																																				
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N/A	<p>9. You have completed all the survey questions. Do you have any comments or feedback on any of the questions you have completed?</p> <p><small>VR616115</small></p> <hr/> <hr/> <hr/> <hr/> <hr/>	A	Added to solicit additional feedback.
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Appendix J3-20: Operational Grade 4 (NIES)

VH242887

1. What is your professional position (title) at this school?

VH253882

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

Years

VH240180

3. Which of the following describes your school best? Please select **one** circle only.

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

VH240181

4. Is your school a boarding school?

- Ⓐ Yes
- Ⓑ No

VH240182

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

Yes

No

VH240183

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

Yes

No

VH253888

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

Students

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

	Yes	No	I don't know.	
a. Title I funds (Compensatory Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241663
b. Title II funds (Professional Improvement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241664
c. Title III or other bilingual or ESL/EL funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR762573
d. Title VII, Indian Education Formula Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241666
e. Title VII, Discretionary Grant under Indian Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241667
f. Individuals with Disabilities Education Act (IDEA) funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241674
g. Impact Aid Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241669
h. Johnson-O'Malley Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241670
i. Alaska Native Education Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241671
j. Tribal or Village funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241672
k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241673

9. Are families of your students involved with your school in the following ways? Select **one** circle in each row.

	Yes	No	
a. Academic club (for example, math club)	<input type="radio"/>	<input type="radio"/>	VH241676
b. Arts club	<input type="radio"/>	<input type="radio"/>	VH241677
c. Cultural dances or activities (for example, drum groups)	<input type="radio"/>	<input type="radio"/>	VH241678
d. Drama club	<input type="radio"/>	<input type="radio"/>	VH241679
e. Making school curriculum decisions	<input type="radio"/>	<input type="radio"/>	VH241680
f. Open houses or back-to-school nights	<input type="radio"/>	<input type="radio"/>	VH241681
g. Parent-teacher conferences	<input type="radio"/>	<input type="radio"/>	VH241682
h. Parent-teacher organizations	<input type="radio"/>	<input type="radio"/>	VH241683
i. School sports	<input type="radio"/>	<input type="radio"/>	VH241684
j. Volunteer programs	<input type="radio"/>	<input type="radio"/>	VH241685
k. Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	VH241686

10. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Select **one** circle in each row.

	Never	1-2 times	3 or more times	I don't know.	
a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241688
b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241690
c. Participated in Indian Education Parent Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241689

12. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Select **one** circle in each row.

	Required	Elective	Not offered	
a. Year-long course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241698
b. Semester-long course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241700
c. Workshop or unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241699

11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year? Select **one** circle in each row.

	Yes	No	
a. Year-long course	<input type="radio"/>	<input type="radio"/>	VH241692
b. Semester-long course	<input type="radio"/>	<input type="radio"/>	VH241693
c. Workshop or unit	<input type="radio"/>	<input type="radio"/>	VH241694
d. Clubs	<input type="radio"/>	<input type="radio"/>	VH241695
e. Other programs (for example, study groups before or after regular class periods)	<input type="radio"/>	<input type="radio"/>	VH241696

12. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Select **one** circle in each row.

	Yes	No	
a. Oral language	<input type="radio"/>	<input type="radio"/>	VH241702
b. Written language	<input type="radio"/>	<input type="radio"/>	VH241703
c. History of tribes or cultural groups	<input type="radio"/>	<input type="radio"/>	VH241704
d. Traditions and customs	<input type="radio"/>	<input type="radio"/>	VH241708
e. Art, music, or dance	<input type="radio"/>	<input type="radio"/>	VR762121
f. Tribal or village government	<input type="radio"/>	<input type="radio"/>	VH241707
g. Current events and issues important to tribes or cultural groups	<input type="radio"/>	<input type="radio"/>	VH241705

14. How much influence does each of the following standards have on your school's reading/language arts curriculum? Select **one** circle in each row.

	No influence	A little influence	Some influence	A lot of influence	Unaware of standards	
a. State content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241710
b. District content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241713
c. Standards developed by national professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241712
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241711

15. How much influence does each of the following standards have on your school's mathematics curriculum? Select **one** circle in each row.

	No influence	A little influence	Some influence	A lot of influence	Unaware of standards	
a. State content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241715
b. District content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241718
c. Standards developed by national professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241717
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241716

15. Which of the following types of student and family services are offered at your school on a regular basis? Select **one** circle in each row.

	Offered	Not offered	
a. Health services for students such as a school nurse	<input type="radio"/>	<input type="radio"/>	VH241733
b. Health services for families such as a community clinic	<input type="radio"/>	<input type="radio"/>	VH241734
c. Social or counseling services for students	<input type="radio"/>	<input type="radio"/>	VH241735
d. Social or counseling services for families	<input type="radio"/>	<input type="radio"/>	VH241739
e. Adult education programs for all ages	<input type="radio"/>	<input type="radio"/>	VH241737
f. Tutoring services for students	<input type="radio"/>	<input type="radio"/>	VH241738
g. Career counseling services for students	<input type="radio"/>	<input type="radio"/>	VH241736

16. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Select **one** circle in each row.

	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Teacher/family conferences (individual or group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241741
b. Information (for example, expectations, procedures, calendars) sent home about school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241742
c. Written reports (for example, report cards) of child's performance sent home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241743
d. Events at school in which families are invited to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241748
e. Opportunities to participate in formulation of school policies and improvement plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241745
f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241746
g. Telephone calls with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241747
h. Information provided through websites or e-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241744

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

	0%	1–5%	6–10%	11–25%	26–50%	51–75%	76–100%	I don't know.	
a. Teachers at this school for 3 or more years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241750
b. American Indian or Alaska Native teachers at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241752
c. American Indian or Alaska Native staff other than teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241751

20. In this school year, to what extent have you supported school initiatives that try to achieve each of the following outcomes? Select **one** answer choice on each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Teaching American Indian or Alaska Native students about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616464
b. Teaching American Indian or Alaska Native students about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616465
c. Using stories or legends from American Indian or Alaska Native cultures to teach the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616466

21. How much do you agree with each of the following statements about you this school year? Select **one** answer choice on each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. I provided school-wide social emotional learning programs or initiatives to promote social inclusion and to help students identify others' feelings, identify their own feelings, and develop behavioral coping skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616467
b. I adapted social emotional learning strategies to reflect American Indian or Alaska Native students' cultures in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616468
c. I engaged in self-reflection about implementing social emotional learning strategies in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616469
d. I provided professional development opportunities for teachers on implementing social emotional learning strategies in their classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616470
e. I communicated with parents/caregivers about social emotional learning initiatives in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616471

22. Are you aware of efforts at your school this year to engage with American Indian or Alaska Native tribal nations or groups for their input on your school's education programs? Select **one** answer choice.

- Yes
- No

23. In this school year, how often did your school engage in each of the following activities? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. My school participated in discussions with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616472
b. My school communicated with a representative from a Tribal Education Department or other tribal representative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616473
c. My school communicated with a representative from the U.S. Office of Indian Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR762105
d. My school offered training to help staff engage with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616474

24. During the last **two years**, did you participate in any of the following professional development activities? Select **one** answer choice on each row.

	Yes	No	
a. Professional development activities that discussed the difficulties that American Indian or Alaska Native students face in accessing technology resources	<input type="radio"/>	<input type="radio"/>	VR616476
b. Professional development activities that discussed resources (e.g., public or private grants) to support student access to technology	<input type="radio"/>	<input type="radio"/>	VR616477

25. During the last **two years**, did your school provide technical support or training to teachers in any of the following areas? Select **one** answer choice on each row.

	Yes	No	
a. Using technology resources in the classroom	<input type="radio"/>	<input type="radio"/>	VR616478
b. Helping students with limited access to technology complete assignments that require the use of technology	<input type="radio"/>	<input type="radio"/>	VR616479
c. Incorporating technology into lessons on American Indian or Alaska Native histories, languages, and cultures (e.g., using digital storytelling)	<input type="radio"/>	<input type="radio"/>	VR616480

9. You have completed all the survey questions. Do you have any comments or feedback on any of the questions you have completed?

Appendix J3-21: Summary of Changes Operational Grade 8 (NIES)

2024 Operational Grade 8 NIES School																																																																																																																											
Previous Item	2024 Item	D/ A/ R+	Rationale																																																																																																																								
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Student tardiness</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VID41721</td></tr> <tr><td>c. Student health problems</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VID41722</td></tr> <tr><td>d. Teen pregnancies</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VID41726</td></tr> <tr><td>e. 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Bullying</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VID41726</td></tr> <tr><td>i. Low student aspirations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VID41727</td></tr> <tr><td>j. Low teacher expectations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VID41728</td></tr> <tr><td>k. Low family involvement</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VID41729</td></tr> <tr><td>l. Inadequate transportation for students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VID41725</td></tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41720	b. Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID41721	c. 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N/A	<p>18. In this school year, to what extent have you supported school initiatives that try to achieve each of the following outcomes? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <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. Teach American Indian or Alaska Native students about the importance of belonging to a community</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VB416464</td></tr> <tr><td>b. Teach American Indian or Alaska Native students about the importance of supporting their peers</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VB416465</td></tr> <tr><td>c. Use stories or legends from American Indian or Alaska Native cultures to teach the importance of community support</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>VB416466</td></tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent		a. Teach American Indian or Alaska Native students about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB416464	b. Teach American Indian or Alaska Native students about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB416465	c. Use stories or legends from American Indian or Alaska Native cultures to teach the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB416466	A	Added to cover social emotional learning.																																																																																																
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N/A	<p>21. How much do you agree with each of the following statements about you this school year? Select one answer choice on each row.</p> <p style="text-align: right;">VR616343</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;">Strongly disagree</th> <th style="width: 10%;">Disagree</th> <th style="width: 10%;">Agree</th> <th style="width: 10%;">Strongly agree</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. I provided school-wide social emotional learning programs or initiatives to promote social inclusion and to help students identify others' feelings, identify their own feelings, and develop behavioral coping skills.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616467</td> </tr> <tr> <td>b. I adapted social emotional learning strategies to reflect American Indian or Alaska Native students' cultures in my school.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616468</td> </tr> <tr> <td>c. I engaged in self-reflection about implementing social emotional learning strategies in my school.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616469</td> </tr> <tr> <td>d. I provided professional development opportunities for teachers on implementing social emotional learning strategies in their classrooms.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616470</td> </tr> <tr> <td>e. I communicated with parents/caregivers about social emotional learning initiatives in my school.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616471</td> </tr> </tbody> </table>		Strongly disagree	Disagree	Agree	Strongly agree		a. I provided school-wide social emotional learning programs or initiatives to promote social inclusion and to help students identify others' feelings, identify their own feelings, and develop behavioral coping skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616467	b. I adapted social emotional learning strategies to reflect American Indian or Alaska Native students' cultures in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616468	c. I engaged in self-reflection about implementing social emotional learning strategies in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616469	d. I provided professional development opportunities for teachers on implementing social emotional learning strategies in their classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616470	e. I communicated with parents/caregivers about social emotional learning initiatives in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616471	A	Added to cover social emotional learning.
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N/A	<p style="text-align: right;">VR616322</p> <p>22. Are you aware of efforts at your school this year to engage with American Indian or Alaska Native tribal nations or groups for their input on your school's education programs? Select one answer choice.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	A	Added to cover American Indian/ Alaska Native engagement.																																				
N/A	<p>23. In this school year, how often did your school engage in each of the following activities? Select one answer choice on each row.</p> <p style="text-align: right;">VR616344</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;"></th> <th style="width: 10%;">Never</th> <th style="width: 10%;">About once or twice a year</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. My school participated in discussions with American Indian or Alaska Native tribal nation citizens or members.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616472</td> </tr> <tr> <td>b. My school communicated with a representative from a Tribal Education Department or other tribal representative.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616473</td> </tr> <tr> <td>c. My school communicated with a representative from the U.S. Office of Indian Education.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR762105</td> </tr> <tr> <td>d. My school offered training to help staff engage with American Indian or Alaska Native tribal nation citizens or members.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616474</td> </tr> </tbody> </table>		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day		a. My school participated in discussions with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616472	b. My school communicated with a representative from a Tribal Education Department or other tribal representative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616473	c. My school communicated with a representative from the U.S. Office of Indian Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR762105	d. My school offered training to help staff engage with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616474	A	Added to cover American Indian/ Alaska Native engagement.	
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N/A	<p>24. During the last two years, did you participate in any of the following professional development activities? Select one answer choice on each row.</p> <p style="text-align: right;">VR616345</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Professional development activities that discussed the difficulties that American Indian or Alaska Native students face in accessing technology 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;">VR616476</td> </tr> <tr> <td>b. Professional development activities that discussed resources (e.g. public or private grants) to support student access to technology</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616477</td> </tr> </tbody> </table>		Yes	No		a. Professional development activities that discussed the difficulties that American Indian or Alaska Native students face in accessing technology resources	<input type="radio"/>	<input type="radio"/>	VR616476	b. Professional development activities that discussed resources (e.g. public or private grants) to support student access to technology	<input type="radio"/>	<input type="radio"/>	VR616477	A	Added to cover professional development																								
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N/A	<p>25. During the last two years, did your school provide technical support or training to teachers in any of the following areas? Select one answer choice on each row.</p> <p style="text-align: right;">VR616346</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Using technology resources in the classroom</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616478</td> </tr> <tr> <td>b. Helping students with limited access to technology complete assignments that require the use of technology</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616479</td> </tr> <tr> <td>c. Incorporating technology into lessons on American Indian or Alaska Native histories, languages, and cultures (e.g., using digital storytelling)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;">VR616480</td> </tr> </tbody> </table>		Yes	No		a. Using technology resources in the classroom	<input type="radio"/>	<input type="radio"/>	VR616478	b. Helping students with limited access to technology complete assignments that require the use of technology	<input type="radio"/>	<input type="radio"/>	VR616479	c. Incorporating technology into lessons on American Indian or Alaska Native histories, languages, and cultures (e.g., using digital storytelling)	<input type="radio"/>	<input type="radio"/>	VR616480	A	Added to cover professional development																				
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N/A	<p>9. You have completed all the survey questions. Do you have any comments or feedback on any of the questions you have completed?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	VR016315	A Added to solicit additional feedback.
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Appendix J3-22: Operational Grade 8 (NIES)

VH242887

1. What is your professional position (title) at this school?

VH253882

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

Years

VH240180

3. Which of the following describes your school best? Please select **one** circle only.

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

VH240181

4. Is your school a boarding school?

- Ⓐ Yes
- Ⓑ No

VH240182

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

Yes

No

VH240183

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

Yes

No

VH253888

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

Students

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

	Yes	No	I don't know.	
a. Title I funds (Compensatory Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241663
b. Title II funds (Professional Improvement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241664
c. Title III or other bilingual or ESL/EL funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR762573
d. Title VII, Indian Education Formula Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241666
e. Title VII, Discretionary Grant under Indian Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241667
f. Individuals with Disabilities Education Act (IDEA) funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241674
g. Impact Aid Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241669
h. Johnson-O'Malley Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241670
i. Alaska Native Education Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241671
j. Tribal or Village funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241672
k. Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241673

9. Are families of your students involved with your school in the following ways? Select **one** circle in each row.

	Yes	No	
a. Academic club (for example, math club)	<input type="radio"/>	<input type="radio"/>	VH241676
b. Arts club	<input type="radio"/>	<input type="radio"/>	VH241677
c. Cultural dances or activities (for example, drum groups)	<input type="radio"/>	<input type="radio"/>	VH241678
d. Drama club	<input type="radio"/>	<input type="radio"/>	VH241679
e. Making school curriculum decisions	<input type="radio"/>	<input type="radio"/>	VH241680
f. Open houses or back-to-school nights	<input type="radio"/>	<input type="radio"/>	VH241681
g. Parent-teacher conferences	<input type="radio"/>	<input type="radio"/>	VH241682
h. Parent-teacher organizations	<input type="radio"/>	<input type="radio"/>	VH241683
i. School sports	<input type="radio"/>	<input type="radio"/>	VH241684
j. Volunteer programs	<input type="radio"/>	<input type="radio"/>	VH241685
k. Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	VH241686

10. In a typical school year, how many times has a member of the American Indian or Alaska Native community done the following? Select **one** circle in each row.

	Never	1-2 times	3 or more times	I don't know.	
a. Visited the school to discuss education issues with students and staff, other than a conference regarding an individual student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241688
b. Visited the school to share American Indian or Alaska Native traditions and culture with students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241690
c. Participated in Indian Education Parent Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241689

12. Are the following courses or programs about American Indian or Alaska Native traditions and culture required or elective for students at your school? Select **one** circle in each row.

	Required	Elective	Not offered	
a. Year-long course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241698
b. Semester-long course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241700
c. Workshop or unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241699

11. Are the following courses and programs about American Indian or Alaska Native traditions and culture offered at your school each year? Select **one** circle in each row.

	Yes	No	
a. Year-long course	<input type="radio"/>	<input type="radio"/>	VH241692
b. Semester-long course	<input type="radio"/>	<input type="radio"/>	VH241693
c. Workshop or unit	<input type="radio"/>	<input type="radio"/>	VH241694
d. Clubs	<input type="radio"/>	<input type="radio"/>	VH241695
e. Other programs (for example, study groups before or after regular class periods)	<input type="radio"/>	<input type="radio"/>	VH241696

12. Do students in your school receive instruction about American Indian or Alaska Native cultures in any of the following areas? Select **one** circle in each row.

	Yes	No	
a. Oral language	<input type="radio"/>	<input type="radio"/>	VH241702
b. Written language	<input type="radio"/>	<input type="radio"/>	VH241703
c. History of tribes or cultural groups	<input type="radio"/>	<input type="radio"/>	VH241704
d. Traditions and customs	<input type="radio"/>	<input type="radio"/>	VH241708
e. Art, music, or dance	<input type="radio"/>	<input type="radio"/>	VR762121
f. Tribal or village government	<input type="radio"/>	<input type="radio"/>	VH241707
g. Current events and issues important to tribes or cultural groups	<input type="radio"/>	<input type="radio"/>	VH241705

14. How much influence does each of the following standards have on your school's reading/language arts curriculum? Select **one** circle in each row.

	No influence	A little influence	Some influence	A lot of influence	Unaware of standards	
a. State content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241710
b. District content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241713
c. Standards developed by national professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241712
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241711

15. How much influence does each of the following standards have on your school's mathematics curriculum? Select **one** circle in each row.

	No influence	A little influence	Some influence	A lot of influence	Unaware of standards	
a. State content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241715
b. District content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241718
c. Standards developed by national professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241717
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241716

15. Which of the following types of student and family services are offered at your school on a regular basis? Select **one** circle in each row.

	Offered	Not offered	
a. Health services for students such as a school nurse	<input type="radio"/>	<input type="radio"/>	VH241733
b. Health services for families such as a community clinic	<input type="radio"/>	<input type="radio"/>	VH241734
c. Social or counseling services for students	<input type="radio"/>	<input type="radio"/>	VH241735
d. Social or counseling services for families	<input type="radio"/>	<input type="radio"/>	VH241739
e. Adult education programs for all ages	<input type="radio"/>	<input type="radio"/>	VH241737
f. Tutoring services for students	<input type="radio"/>	<input type="radio"/>	VH241738
g. Career counseling services for students	<input type="radio"/>	<input type="radio"/>	VH241736

16. In a typical school year, how often does your school provide each of the following opportunities for communication between school and families? Select **one** circle in each row.

	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Teacher/family conferences (individual or group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241741
b. Information (for example, expectations, procedures, calendars) sent home about school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241742
c. Written reports (for example, report cards) of child's performance sent home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241743
d. Events at school in which families are invited to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241748
e. Opportunities to participate in formulation of school policies and improvement plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241745
f. Opportunities to share American Indian or Alaska Native histories and traditions as part of the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241746
g. Telephone calls with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241747
h. Information provided through websites or e-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241744

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

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	76-100%	I don't know.	
a. Teachers at this school for 3 or more years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241750
b. American Indian or Alaska Native teachers at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241752
c. American Indian or Alaska Native staff other than teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241751

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

- 0-2%
- 3-5%
- 6-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- More than 50%

18. In this school year, to what extent have you supported school initiatives that try to achieve each of the following outcomes? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Teach American Indian or Alaska Native students about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616464
b. Teach American Indian or Alaska Native students about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616465
c. Use stories or legends from American Indian or Alaska Native cultures to teach the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616466

18. In this school year, to what extent have you supported school initiatives that try to achieve each of the following outcomes? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Teach American Indian or Alaska Native students about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH616464
b. Teach American Indian or Alaska Native students about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH616465
c. Use stories or legends from American Indian or Alaska Native cultures to teach the importance of community support	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH616466

21. To what extent do your school's eighth-grade curricula emphasize preparing students for high school?

- Not at all
- Small extent
- Moderate extent
- Large extent

21. How much do you agree with each of the following statements about you this school year? Select **one** answer choice on each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. I provided school-wide social emotional learning programs or initiatives to promote social inclusion and to help students identify others' feelings, identify their own feelings, and develop behavioral coping skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616467
b. I adapted social emotional learning strategies to reflect American Indian or Alaska Native students' cultures in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616468
c. I engaged in self-reflection about implementing social emotional learning strategies in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616469
d. I provided professional development opportunities for teachers on implementing social emotional learning strategies in their classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616470
e. I communicated with parents/caregivers about social emotional learning initiatives in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616471

22. Are you aware of efforts at your school this year to engage with American Indian or Alaska Native tribal nations or groups for their input on your school's education programs? Select **one** answer choice.

- Yes
- No

23. In this school year, how often did your school engage in each of the following activities? Select **one** answer choice on each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. My school participated in discussions with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616472
b. My school communicated with a representative from a Tribal Education Department or other tribal representative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616473
c. My school communicated with a representative from the U.S. Office of Indian Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR762105
d. My school offered training to help staff engage with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616474

24. During the last **two years**, did you participate in any of the following professional development activities? Select **one** answer choice on each row.

	Yes	No	
a. Professional development activities that discussed the difficulties that American Indian or Alaska Native students face in accessing technology resources	Ⓐ	Ⓑ	VR616476
b. Professional development activities that discussed resources (e.g., public or private grants) to support student access to technology	Ⓐ	Ⓑ	VR616477

25. During the last **two years**, did your school provide technical support or training to teachers in any of the following areas? Select **one** answer choice on each row.

	Yes	No	
a. Using technology resources in the classroom	Ⓐ	Ⓑ	VR616478
b. Helping students with limited access to technology complete assignments that require the use of technology	Ⓐ	Ⓑ	VR616479
c. Incorporating technology into lessons on American Indian or Alaska Native histories, languages, and cultures (e.g., using digital storytelling)	Ⓐ	Ⓑ	VR616480

9. You have completed all the survey questions. Do you have any comments or feedback on any of the questions you have completed?

Appendix J3-23: Pilot Grade 4 (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/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Special education school: primarily serves students with disabilities
- Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Private independent school
- Private religiously affiliated school
- Independent charter school
- Charter school administered by local school district

3. What is the current enrollment in your school?

4. 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%

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

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

6. 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%

7. 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%

8. 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%

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

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

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

- Ⓐ Yes
- Ⓑ No

11. 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).

12. 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%

13. 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.

14. 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

15. In this school year, which of the following types of educational content are available to students? Select **one** circle in each row.

	This type of content is available to all students	This type of content is available to some students	This type of content is not available to students	
a. Languages other than English (e.g., Spanish, French, or Mandarin)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586429
b. Music (e.g., choir, band, or orchestra)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586430
c. Art (e.g., drawing, painting, or performance art)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586431
d. STEM or Technology Special	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR595981

16. 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.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

17. 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**

18. 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)

19. 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.

20. 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.

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

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

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

23. Does your school have one-to-one availability of **laptop computers, tablets, or Chromebooks**?
- Ⓐ Yes
 - Ⓑ No

24. Does your school provide students with **laptop computers, tablets, or Chromebooks** that they can take home?
- Ⓐ Yes, the school provides devices for all students to take home.
 - Ⓑ Yes, the school provides devices for some students to take home.
 - Ⓒ No, students must provide their own devices.

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

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

26. How much does each of the following statements describe the teachers at your school this year? Select **one** answer choice on each row.

	Not at all like the teachers at my school	A little bit like the teachers at my school	Quite a bit like the teachers at my school	Exactly like the teachers at my school	
a. Teachers care about the students.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586422
b. Students feel comfortable talking with their teachers.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586423
c. Teachers expect students to do well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586424
d. Teachers are available when students need them.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586425
e. Teachers notice if students need help.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586427
f. Teachers treat all students respectfully.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586428

Appendix J3-24: Pilot Grade 8 (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. What is the current enrollment in your school?

4. 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%

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

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

6. 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%

7. 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%

8. 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%

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

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

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

- Ⓐ Yes
- Ⓑ No

11. 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).

12. 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%

13. 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.

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

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

15. In this school year, which of the following types of educational content are available to students? Select **one** circle in each row.

	This type of content is available to all students	This type of content is available to some students	This type of content is not available to students	
a. Languages other than English (e.g., Spanish, French, or Mandarin)	(A)	(B)	(C)	VR586429
b. Music (e.g., choir, band, or orchestra)	(A)	(B)	(C)	VR586430
c. Art (e.g., drawing, painting, or performance art)	(A)	(B)	(C)	VR586431
d. STEM or Technology Special	(A)	(B)	(C)	VR595981

16. 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.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241940
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241939

17. 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**

18. 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)

19. 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.

20. 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.

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

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

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

23. Does your school have one-to-one availability of **laptop computers, tablets, or Chromebooks**?
- Ⓐ Yes
 - Ⓑ No

24. Does your school provide students with **laptop computers, tablets, or Chromebooks** that they can take home?
- Ⓐ Yes, the school provides devices for all students to take home.
 - Ⓑ Yes, the school provides devices for some students to take home.
 - Ⓒ No, students must provide their own devices.

25. 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

26. How much does each of the following statements describe the teachers at your school this year? Select **one** answer choice on each row.

	Not at all like the teachers at my school	A little bit like the teachers at my school	Quite a bit like the teachers at my school	Exactly like the teachers at my school	
a. Teachers care about the students.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586422
b. Students feel comfortable talking with their teachers.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586423
c. Teachers expect students to do well.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586424
d. Teachers are available when students need them.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586425
e. Teachers notice if students need help.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586427
f. Teachers treat all students respectfully.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VR586428

Appendix J3-25: Pilot 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.

VH854094

4. In addition to their regular classroom teacher, are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) **available to fourth-grade students** at your school?

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

5. To what extent is each of the following a responsibility of the **additional** math staff available to fourth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide math course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854255
b. Provide math course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854258
c. Provide math enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854259
d. Provide math enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854260

6. Are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) available to fourth-grade teachers at your school?

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

7. To what extent is each of the following a responsibility of the **additional** math staff available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance with math content or the teaching of math to individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854364
b. Provide support/assistance in using math manipulatives and hands-on activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854365
c. Conduct professional development about math or the teaching of math for groups of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854367
d. Provide support/assistance with differentiated or group instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854368

8. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in **algebraic concepts**, such as variables, repeating patterns, and proportional reasoning? Select **one** circle in each row.

	Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school	
a. Third grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH811917
b. Fourth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH811918
c. Fifth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH811919
d. Sixth grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH811921

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

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<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

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

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

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

VR587441

	Yes	No	
a. Mathematics competitions (e.g., school team competitions, state competitions, Math League, Math Counts, or Mathematical Olympiads)	Ⓐ	Ⓑ	VR587457
b. Chess clubs	Ⓐ	Ⓑ	VR736860
c. Coding classes	Ⓐ	Ⓑ	VR587459
d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)	Ⓐ	Ⓑ	VR587456
e. Mathematics clubs, Math Circles for students, robotics clubs, or other venues for students to explore innovative ways to solve mathematics problems or to use mathematics	Ⓐ	Ⓑ	VR587460
f. Teacher-led tutoring sessions in mathematics for groups of students	Ⓐ	Ⓑ	VR736863
g. Peer tutoring in mathematics	Ⓐ	Ⓑ	VR736864
h. Math family nights where students and parents do mathematical activities together	Ⓐ	Ⓑ	VR596979
i. Other (Please specify):	Ⓐ	Ⓑ	VR596986

Appendix J3-26: Pilot Grade 8 (Mathematics)

VH591775

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%

VH811923

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

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–20%
- Ⓔ 21–30%
- Ⓕ 31–40%
- Ⓖ 41–50%
- Ⓗ More than 50%

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

	Yes	No	
a. There are students in my school who take high school mathematics classes.	<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

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

5. In addition to their regular classroom teacher, are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) **available to eighth-grade students** at your school?

- Yes, available full-time to eighth-grade students
 Yes, available part-time to eighth-grade students
 No

6. To what extent is each of the following a responsibility of the **additional** math staff available to eighth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide math course-related support, remediation, or intervention to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854265
b. Provide math course-related support, remediation, or intervention to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854266
c. Provide math enrichment to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854267
d. Provide math enrichment to groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854268

7. Are there any **additional** full- or part-time math staff (e.g., a math specialist, math coach, math lead teacher, or math supervisor) available to eighth-grade teachers at your school?

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

8. To what extent is each of the following a responsibility of the **additional** math staff available to eighth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance with math content or the teaching of math to individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH854372
b. Provide support/assistance in using math manipulatives and hands-on activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH854373
c. Conduct professional development about math or the teaching of math for groups of teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH854374
d. Analyze assessment data to inform strategies and next steps for instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH854375

9. In your school, are eighth-grade students typically grouped for mathematics instruction by their prior achievement in mathematics?

- A Yes
 B No

10. In your school, to what extent is the placement of eighth-grade students in mathematics classes informed by the following criteria? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Grades in previous mathematics classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587463
b. Recommendation from a previous mathematics teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587464
c. Student request	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587465
d. Parent request	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587466
e. Performance on a placement test designed and used primarily for assigning students to the appropriate mathematics class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587467
f. Performance on a standardized test (e.g., state test or school test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587468
g. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587469

11. In your school, to what extent are the following criteria being used to evaluate the placement of eighth-grade students in mathematics classes? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587470
b. Study habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587471
c. Behavior in the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587472
d. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587473

12. 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

13. 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 type="radio"/>	<input type="radio"/>	VH240970
b. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240971
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240969

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

	Yes	No	
a. Mathematics competitions (e.g., school team competitions, state competitions, Math League, Math Counts, or Mathematical Olympiads)	<input type="radio"/>	<input type="radio"/>	VR587457
b. Chess clubs	<input type="radio"/>	<input type="radio"/>	VR736860
c. Coding classes	<input type="radio"/>	<input type="radio"/>	VR587459
d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)	<input type="radio"/>	<input type="radio"/>	VR587456
e. Mathematics clubs, Math Circles for students, robotics clubs, or other venues for students to explore innovative ways to solve mathematics problems or to use mathematics	<input type="radio"/>	<input type="radio"/>	VR587460
f. Teacher-led tutoring sessions in mathematics for groups of students	<input type="radio"/>	<input type="radio"/>	VR736863
g. Peer tutoring in mathematics	<input type="radio"/>	<input type="radio"/>	VR736864
h. Math family nights where students and parents do mathematical activities together	<input type="radio"/>	<input type="radio"/>	VR596979
i. Other (Please specify):	<input type="radio"/>	<input type="radio"/>	VR596986

Appendix J3-27: Pilot Grade 4 (Reading)

VH813024

1. In addition to their regular classroom teacher, are there any **additional** full- or part-time English/language arts staff (e.g., English/language arts specialist, literacy coach, or speech pathologist) **available to fourth-grade students** at your school?
- A Yes, available full-time to fourth-grade students
 - B Yes, available part-time to fourth-grade students
 - C No

VH813027

2. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to fourth-grade students** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide English/language arts course-related support, remediation, or intervention to individual students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813032
b. Provide English/language arts course-related support, remediation, or intervention to groups of students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813033
c. Provide English/language arts enrichment to individual students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813034
d. Provide English/language arts enrichment to groups of students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813035
e. Provide instruction for gifted and talented students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813037
f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813038
g. Provide instruction for English learners (ELs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813039

3. Are there any **additional** full- or part-time English/language arts staff (e.g., Reading coach or supervisor, English/language arts lead teacher or department head) **available to fourth-grade teachers** at your school?

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

4. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to fourth-grade teachers** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813098
b. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813099
c. Provide assistance/support to individual or groups of teachers with testing and collecting data	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813100
d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH813101

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

	Yes	No	
a. Special education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VR588490
b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)	<input type="radio"/>	<input type="radio"/>	VR588491
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VR588492
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VR588493
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VR588494
f. Parent or community volunteers	<input type="radio"/>	<input type="radio"/>	VR588496

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

	Yes	No	
a. Certified EL or bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VR588497
b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)	<input type="radio"/>	<input type="radio"/>	VR588498
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VR588499
d. Paraprofessionals or teacher aides who are trained to work with students who are English learners (ELs)	<input type="radio"/>	<input type="radio"/>	VR588500
e. Parent or community volunteers	<input type="radio"/>	<input type="radio"/>	VR588501

7. 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 type="radio"/>	<input type="radio"/>	VH240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240609

8. 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. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR588487
b. School or district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR588488
c. Classroom-based tests developed by teachers in your school or district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR588489
d. Classroom-based tests developed by educational assessment providers (e.g., Pearson, McGraw Hill, Wiley)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR597685

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

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260140
c. Library books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260142
d. Class sets of books (e.g., literature books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855315

10. Does your school require classes to allocate time for students to read for enjoyment?

- A Yes, all classes
- B Yes, only English/language arts classes
- C No

Appendix J3-28: Pilot Grade 8 (Reading)

VH813104

1. In addition to their regular English/language arts teacher, are there any **additional** full- or part-time English/language arts staff (e.g., English/language arts specialist, literacy coach, or speech pathologist) **available to eighth-grade students** at your school?
- Yes, available full-time to eighth-grade students
 - Yes, available part-time to eighth-grade students
 - No

VH813150

2. Are there any **additional** full- or part-time English/language arts staff (e.g., Reading coach or supervisor, English/language arts lead teacher or department head) **available to eighth-grade teachers** at your school?
- Yes, available full-time to eighth-grade teachers
 - Yes, available part-time to eighth-grade teachers
 - No

2. To what extent is each of the following a responsibility of the **additional** English/language arts staff available to eighth-grade students at your school? Select one circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide English/language arts course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813106
b. Provide English/language arts course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813107
c. Provide English/language arts enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813108
d. Provide English/language arts enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813109
e. Provide instruction for gifted and talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813110
f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813111
g. Provide instruction for English learners (ELs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813112

4. To what extent is each of the following a responsibility of the **additional** English/language arts staff **available to eighth-grade teachers** at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813168
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813169
c. Provide assistance/support to individual or groups of teachers with testing and collecting data	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813171
d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH813172

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

	Yes	No	
a. Special education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VR588505
b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)	<input type="radio"/>	<input type="radio"/>	VR588506
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VR588507
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VR588508
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VR588510
f. Parent or community volunteers	<input type="radio"/>	<input type="radio"/>	VR588511

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

	Yes	No	
a. Certified EL or bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VR588512
b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)	<input type="radio"/>	<input type="radio"/>	VR588513
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VR588514
d. Paraprofessionals or teacher aides who are trained to work with students who are English learners (ELs)	<input type="radio"/>	<input type="radio"/>	VR588515
e. Parent or community volunteers	<input type="radio"/>	<input type="radio"/>	VR588516

7. 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 type="radio"/>	<input type="radio"/>	VH240607
b. State curriculum standards or frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240609

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

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR588503
b. School or district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR588502
c. Classroom-based tests developed by teachers in your school or district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR588504
d. Classroom-based tests developed by educational assessment providers (e.g., Pearson, McGraw Hill, Wiley)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR597690

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

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260140
c. Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH260142
d. Class sets of books (e.g., literature books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855315

10. Does your school require classes to allocate time for students to read for enjoyment?

- A Yes, all classes
- B Yes, only English/language arts classes
- C No