

**Early Childhood Longitudinal Study,
Kindergarten Class of 2023-24
(ECLS-K:2024)**

**Kindergarten and First-Grade National Data
Collection and Transfer School Recruitment**

OMB# 1850-0750 v.31

Attachment E-2c

**Spring First Grade
School Administrator
Paper Survey B**

National Center for Education Statistics

U.S. Department of Education

August 2024

School Administrator Survey

Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)



S_ID

Completing this survey will help us learn more about schools like yours.

Thank you for your time!

Please return the survey to **your school coordinator or an ECLS-K:2024 staff member.**

The survey should be sealed in the envelope we provided you. Do not mail this survey unless you are provided with an additional mailing envelope.

Photo is for illustrative purposes only. Any person depicted in the photo is a model.

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. 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). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750. The time required to complete this information collection is estimated to average approximately 20 minutes per survey including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202. OMB No. 1850-0750. Approval expires 2/28/2027.

**Early Childhood Longitudinal Study
School Administrator Survey
Spring 2025 – Form SAQ1B**

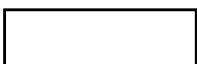
Dear School Administrator,

The **Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)** is collecting information from schools attended by children who are in the study to investigate the relationship between children's academic progress and various school, classroom, teacher, and child characteristics. You have been asked to complete this survey because one or more of the children in your school are participants in this study. Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer.

Although we realize you are very busy, we urge you to complete this survey as completely and accurately as possible. Please feel free to ask other knowledgeable members of your staff to provide the information necessary to complete various sections of the survey. If you would like to look at the survey questions as a whole to see if you need to gather information from other school staff in order to respond to the survey, please download the survey worksheet from the MyECLS Portal. However, we ask that you, yourself, please complete the school administrator/principal information section, which is about your own background and characteristics.

Some of these questions, or the timeframe of the school year referred to, may not directly apply to you or your school, but just answer the best you can.

Please record your answers directly on the survey by marking the appropriate answer (as described in the instructions on page v) or by writing your responses in the space provided. Your best estimates are acceptable answers.



Definitions

Bilingual Instruction: Instruction in all courses and subjects given in English and the native language of the child of limited English proficiency to the extent necessary to allow the child to achieve competence.

Chronically absent: Missing ten percent or more of the academic year for any reason.

Dual Language Instruction: Also known as two-way immersion, the goal of these programs is for students to develop language proficiency in two languages by receiving content instruction in English and another language in a classroom that usually consists of both native English speakers and native speakers of the other language.

English language learner (ELL): A student whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

ESL Instruction: A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

Homelessness: Lacks a fixed, regular, and adequate nighttime residence, including but not limited to sleeping in a shelter designated for temporary living accommodations or in places not designated for human habitation.

Individualized Education Program (IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an IFSP.

Kindergarten: Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades.

Lockdown: Lockdown is a sheltering technique used to limit exposure of occupants within a facility to an imminent hazard or threat outside. A lockdown requires locking doors and windows and barricading or blocking entry to a facility, classroom, or office.

Migrant families: A family that moves from place to place to get work (for example, as farm laborers who harvest crops seasonally).

Multi-Tiered System of Support (MTSS): A model or approach to instruction that provides increasingly intensive and individualized levels of support for academics (for example, Response to Intervention or RtI) and for behavior (for example, Positive Behavioral Interventions and Supports or PBIS).



Parent Teacher Association, Parent Teacher Organization, or Parent-Teacher-Student organization:

The PTA is the Parent Teacher Association and is usually associated with the state or national PTA. A PTO is a Parent-Teacher Organization that is independent from a state or national organization. A Parent-Teacher-Student organization involves parents, teachers, and school staff to facilitate family involvement.

Percent average daily attendance: To calculate percent average daily attendance, divide the number of students attending on an average day by the number of students enrolled and then multiply by 100.

In other words:

$$\left(\frac{\text{number of students attending on an average day}}{\text{number of students enrolled}} \right) \times 100$$

Prekindergarten: Prekindergarten includes early childhood education programs, nursery school, or preschool.

Positive Behavior Interventions and Supports (PBIS): PBIS programs identify and support positive behavior in the classroom by teaching students positive behavior strategies.

Schoolwide program: A schoolwide program may use Title I funds to improve the quality of educational programs and services throughout the school. A school may use Title I funds for a schoolwide program if at least 40 percent of its students are from low-income families, or if it receives a waiver permitting it to operate a schoolwide program.

Shelter in place: Shelter in place means to take immediate shelter where you are within a facility or structure to provide protection (for example, weather emergency, environmental hazard, nearby police activity).

Social-Emotional Learning (SEL) program: SEL programs teach critical social and emotional competencies necessary for academic and life success such as: resiliency, self-management, expressing feelings with words, and responsible decision-making skills.

Targeted assistance program: A targeted assistance program uses Title I funds to provide supplemental academic services (usually in reading and/or math) to specific students, sometimes referred to as "Title I students," who have been identified as low achieving.

Title I: Title I (Improving the Academic Achievement of the Disadvantaged) is a program of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized under the Every Student Succeeds Act of 2016. The purpose of this program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state academic achievement standards and state academic assessments.

Title III: Title III (Language Instruction for Limited English Proficient and Immigrant Students) is a program of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized under the Every Student Succeeds Act of 2016. One of the main purposes of this program is to help ensure that children who have limited proficiency in English, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same state academic content and student academic achievement standards as all students are expected to meet.

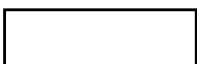


Transitional (or readiness) kindergarten (TK): A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, or prekindergarten. TK may be for children who are too young to start kindergarten or need more time to be ready for kindergarten. Schools have different names for these programs (for example, early transitional kindergarten (ETK), readiness kindergarten, or a kindergarten equivalent in a classroom without grades or one with multiple grades), but all are types of kindergarten. The program may be in a public or private school, or an early childhood setting such as a nursery school, early childhood learning center, or day care center. It may be a full- or part-day program and have regular and/or special education.

Transitional first (or pre-first) grade: Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. The name of this program may vary by school (for example, a K-1 class or placement). It is for children who have attended kindergarten, but need more time to be ready for the first grade. Children in this program may be part of a regular first-grade classroom or in a separate classroom.

Ungraded: A classroom containing children with an age span of two or more years, not formally identified by grade(s).

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



MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS SURVEY. DO NOT USE PENCIL OR FELT-TIP PEN.

MARKING BOXES

It is important that you mark an "X" in the box next to your answers and print clearly.

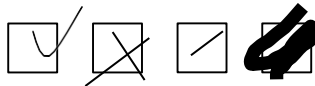
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



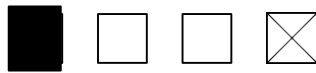
Incorrect Marks:

Light and thin, outside the box, thick or scrawled.



How to Change an Answer:

Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



PRINTING ANSWERS IN BOXES:

Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – 0, and do not write a seven with a line through it like this – 7.

Write one number per box like this:

1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---

Write words like this:

John Smith





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SECTION A. School Characteristics

This section of the survey contains questions about characteristics of your school.

A1. How many instructional days will this school provide during this academic year? PLEASE WRITE NUMBER BELOW. IF THIS IS A YEAR-ROUND SCHOOL, PLEASE PROVIDE THE NUMBER OF INSTRUCTIONAL DAYS A GIVEN CHILD WOULD ATTEND.

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 Number of Instructional Days

A2. What are the START and END dates for this school for the 2024-2025 school year? WRITE THE TWO-DIGIT MONTH AND TWO-DIGIT DAY.

START

MONTH		DAY		YEAR			

END

MONTH		DAY		YEAR			

A3. Approximately, what is the Average Daily Attendance for your school this year? WRITE IN PERCENT OR NUMBER BELOW. TO CALCULATE PERCENT, DIVIDE THE NUMBER OF STUDENTS ATTENDING ON AN AVERAGE DAY BY THE NUMBER OF STUDENTS ENROLLED AND THEN MULTIPLY BY 100.

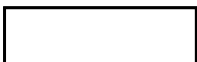
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 % **Average Daily Attendance**

That is, $\left[\frac{\text{number of students attending on an average day}}{\text{number of students enrolled}} \right] \times 100$

OR

--	--	--	--

Average Number Attending Daily




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The following questions ask about enrollment at your school.

A4. Write the approximate number of children for each of the following. WRITE NUMBER FOR EACH ROW.

	Number of children				
a. Total enrollment in <u>first grade</u> in your school around October 1, 2024, or the date nearest to that for which data are available.	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>				
b. Total enrollment in your school (across all grades) around October 1, 2024, or the date nearest to that for which data are available.	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>				

A5. Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups? COMPLETE EITHER THE NUMBER OR PERCENT COLUMN. ENTER "0" IF YOUR SCHOOL HAS NO CHILDREN IN THAT RACIAL/ETHNIC GROUP. THE NUMBER COLUMN SHOULD ADD TO YOUR TOTAL SCHOOL ENROLLMENT OR THE PERCENT COLUMN SHOULD ADD TO 100%. PLEASE COUNT EACH STUDENT ONLY ONCE. HISPANIC STUDENTS SHOULD ONLY BE COUNTED IN THE HISPANIC OR LATINO/LATINA CATEGORY REGARDLESS OF RACE.

	Number of children	OR	Percentage							
a. Hispanic or Latino/Latina of any race	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					%	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>			
b. American Indian or Alaska Native, non-Hispanic	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					%	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>			
c. Asian, non-Hispanic	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					%	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>			
d. Black or African American, non-Hispanic	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					%	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>			
e. Native Hawaiian or Other Pacific Islander, non-Hispanic	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					%	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>			
f. White, non-Hispanic	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					%	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>			
g. Two or more races, non-Hispanic	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					%	<table border="1" style="display: inline-table; width: 100px; height: 25px;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>			





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A6. During this school year, approximately what percentage of students at your school are...
WRITE IN PERCENTAGES BELOW. IF NONE, WRITE "0."

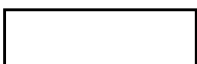
Write Percentage

- a. **Chronically absent?** *Defined here as missing ten percent or more of the academic year for any reason.* %
- b. **Experiencing homelessness?** *Defined here as lacking a fixed, regular, and adequate nighttime residence, including but not limited to sleeping in a shelter designated for temporary living accommodations or in places not designated for human habitation.* %
- c. **From migrant families?** *Defined here as a family that moves from place to place to get work (for example, as farm laborers who harvest crops seasonally).* %

A7. About what percentage of the children enrolled in this school are... *WRITE IN PERCENTAGES BELOW. IF NONE, WRITE "0."*

Write Percentage

- a. From the surrounding neighborhood? %
- b. Bused to achieve equitable access to resources? %
- c. Attending from outside of the surrounding neighborhood to receive a specialized program or service (for example, gifted and talented services, services for children with disabilities, etc.)? %
- d. Categorically eligible for free meals based on their participation in other specific means-tested programs (for example, Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF))? %
- e. Attend the school under public school choice? *(IF YOURS IS A PRIVATE SCHOOL, PLEASE SKIP THIS ITEM.)* %





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The next set of questions is about school-level breakfast and lunch eligibility and participation.

A8. Does your school participate in the U.S. Department of Agriculture's (USDA's) school breakfast program? MARK ONE RESPONSE.

Yes

No → GO TO A10

A9. How many federally-reimbursable school breakfasts did your school serve at free, reduced price, and paid rates over the entire month of October? WRITE IN NUMBERS BELOW. IF NONE, WRITE "0."

	Number of breakfasts				
a. Paid school breakfasts	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>				
b. Free school breakfasts	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>				
c. Reduced-price school breakfasts	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>				

IF YOU RESPONDED TO A9, SKIP TO A11 on page 5

A10. What are the reasons why your school does not participate in USDA's school breakfast program? MARK ALL THAT APPLY.

- Too few eligible students
- Program too costly
- School starts too late to serve breakfast
- School lacks facilities to serve breakfast
- School lacks staff to serve breakfast
- Other





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A11. Does your school participate in the U.S. Department of Agriculture's (USDA's) school lunch program?
MARK ONE RESPONSE.

Yes

No → GO TO A14

A12. How many federally-reimbursable school lunches did your school serve at free, reduced price, and paid rates over the entire month of October? *WRITE IN NUMBERS BELOW. IF NONE, WRITE "0."*

**Number
of
lunches**

a. Paid school lunches		<table style="margin: auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td></tr> </table>					
b. Free school lunches		<table style="margin: auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td></tr> </table>					
c. Reduced-price school lunches		<table style="margin: auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td></tr> </table>					

A13. How many children in your school were approved for free or reduced-price lunches as of October 1, 2024, or the date nearest to that for which data are available? *WRITE IN NUMBERS BELOW. IF NONE, WRITE "0."*

**Number of
children
approved**

a. Free school lunches		<table style="margin: auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td></tr> </table>					
b. Reduced-price lunches		<table style="margin: auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td><td style="border: 1px solid black; width: 25px; height: 25px;"></td></tr> </table>					

IF YOU RESPONDED TO A13, SKIP TO B1 on page 6

A14. What are the reasons why your school does not participate in USDA's school lunch program?
MARK ALL THAT APPLY.

- Too few eligible students
- Program too costly
- School ends too early to serve lunch
- School lacks facilities to serve lunch
- School lacks staff to serve lunch
- Other



**SECTION B. School Facilities and Resources**

This section of the survey asks questions about your school's facilities and resources.

B1. In general, how adequate are each of the following school facilities for meeting the needs of the children in your school? MARK ONE RESPONSE ON EACH ROW.

	Do not have	Never adequate	Often not adequate	Sometimes not adequate	Always adequate
a. Cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Computer Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Library/media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Art room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Music room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Auditorium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Multi-purpose room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer the following regarding the availability and use of specific technology and equipment at your school.

B2. Please indicate the availability and use of each type of electronic device in your school. MARK ALL THAT APPLY ON EACH ROW.

	Available at your school	Available for use by first graders for regular classroom activities	Used for assessments taken by students	Not available
a. Desktop computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Laptops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Chromebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. White Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION C. School-Community-Family Connections

The next section of the survey contains questions about school-community-family connections.

C1. Are any of the following programs or services available to first-grade children and their families at your school site? PLEASE INCLUDE PROGRAMS RUN BY THE SCHOOL AND THOSE RUN BY OUTSIDE GROUPS. MARK ALL THAT APPLY.

- Before-school child care
- After-school child care
- Hearing screening
- Vision screening

C2. Please indicate how often each of the following activities is provided by your school. MARK ONE RESPONSE ON EACH ROW.

	Never	Once a year	2 to 3 times a year	4 to 6 times a year	7 or more times a year
a. PTA, PTO, or Parent-Teacher-Student organization meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reports of child's performance provided to parents (for example, report cards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Information on the child's standardized assessment scores provided to parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teacher-parent conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School performances to which parents are invited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Classroom programs like class plays, book nights, or family math nights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C3. Which of the following does your school use funds raised by your PTA/PTO to support? PLEASE INCLUDE PROGRAMS RUN BY THE SCHOOL AND THOSE RUN BY OUTSIDE GROUPS. MARK ALL THAT APPLY.

- Out of school time programming
- Student tutoring
- Technology (computer labs, Chromebooks, Smartboards, tablets, etc.)
- Arts instruction (musical, visual, dance, dramatic arts)
- Field trips
- Workshops and other services for parents and caregivers
- None of the above
- Other





C4. Does your school or district have a policy limiting the amount of additional funding that can be contributed by your school's PTA/PTO? MARK ONE RESPONSE.

- Yes
- No

C5. During this school year, how often has your school used the following ways to communicate with all parents? MARK ONE RESPONSE ON EACH ROW.

	Less than once a month or never	Once a month	Several times a month	Once a week	More than once a week
a. Electronic communication to <u>all</u> <u>parents</u> , such as group emails, electronic newsletters, website postings, "robocalls" (mass automated phone calls), text alerts, or other electronic notices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Non-electronic communication to <u>all</u> <u>parents</u> , such as letters, newsletters, personal phone calls, or other non-electronic messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C6. Please indicate how much you agree or disagree with the following statements about the school's community and parents. MARK ONE RESPONSE ON EACH ROW.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Parents are actively involved in this school's programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The community served by this school is supportive of its goals and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parents of children in this school are welcome to observe classes any time they are in session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- C7. How much of a problem are the following in the neighborhood where this school is located?**
 MARK ONE RESPONSE ON EACH ROW.

	Big problem	Somewhat of a problem	Not a problem	Don't know
a. Tensions based on racial, ethnic, or religious differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tensions based on economic differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Selling or using drugs or excessive drinking in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Vacant houses and buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Violence in the neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Crime in the neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Opioid addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C8. To the best of your knowledge, how often do the following types of problems occur at your school?**
 MARK ONE RESPONSE ON EACH ROW.

	Never happens	Happens on occasion	Happens at least once a month	Happens at least once a week	Happens daily
a. Children bring weapons to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Physical conflicts among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Children bringing in or using alcohol at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Children bringing in or using illegal drugs at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Vandalism of school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Widespread disorder in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Class cutting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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C9. Which of the following emergency procedures have your students been drilled on during this school year? MARK ALL THAT APPLY.

- Evacuation (for example, fire drill)
- Shelter in place (for example, used during severe weather, such as a tornado drill, or other environmental threats)
- Lockdown (for example, live active shooter drill)
- Lockout (for example, due to criminal activity in the neighborhood)
- None of the above
- Other (Please specify):

C10. During the school year, how many days were school activities disrupted due to emergencies (not drills), such as evacuations, lockdowns, shelter in place, severe weather, or other emergency procedures? WRITE THE NUMBER OF DAYS. IF NONE, WRITE "0" IN THE BOX.

**Number
of days**

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C11. During this school year, which of the following measures has your school implemented to ensure the safety of children? MARK ALL THAT APPLY.

Entering and accessing the building

- Require visitors to sign or check in and wear badges
- Require visitors to present photo ID, which is verified, and used to generate badges
- Require students to wear badges or picture IDs
- Require faculty and staff to wear badges or picture IDs
- Control access to school buildings during school hours (for example, locked or monitored doors)
- Close the campus for most or all students during lunch

Student clothing and belongings

- Require students to wear uniforms
- Enforce a strict dress code
- Provide school lockers to students
- Require clear book bags or ban book bags on school grounds

Student checks

- Require metal detector checks on students every day
- Use one or more random dog sniff to check for drugs
- Perform one or more random sweeps for contraband (for example, drugs or weapons,) not including dog sniffs

Classroom security

- Equip classrooms with locks so that doors can be locked from the inside
- Provide telephones in most classrooms

Reporting

- Provide two-way radio to any staff
- Provide a structured anonymous threat reporting system (for example, online submission, telephone hotline, or written submission via drop box)
- Have panic buttons or silent alarms that directly connect to law enforcement in the event of an incident

Security cameras and guards

- Use of one or more security cameras to monitor the outside of the school (for example, entrance(s), or grounds)
- Use of one or more security cameras to monitor the inside of the school (for example, lobby, or the hallways)
- Security guards, unarmed
- Security guards, armed
- None of the above
- Other



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C12. Does your school implement any of the following policies and practices related to technology use?
MARK ALL THAT APPLY.

- Policy prohibiting student use of cell phones and text messaging devices during school hours
- Policy limiting student access to social media (network and computers)
- Practice of web-based instruction
- Practice of blending learning
- Practice of providing digital devices (for example, laptop, Chromebook, tablet, etc.) to each student
- Policy limiting amount of screen time students experience in classes
- None of the above

C13. To what extent is each of the following a problem in this school?
MARK ONE RESPONSE ON EACH ROW.

	Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student aggressive or disruptive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teacher absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Overcrowding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Declining enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Number of students receiving free or reduced-price lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Teacher vacancies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Filling teaching positions with fully certified teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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C14. Does your school currently have any staff members who do the following as their primary role or one of their primary roles? MARK ALL THAT APPLY.

- A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction
- A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction
- A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports
- A school staff member who supports teachers in collecting, organizing and managing assessment data
- A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction
- A paraprofessional or teacher assistant (that is, an additional staff beyond the classroom teacher(s)) designated to each first grade classroom
- None of the above





SECTION D. School Policies and Practices

The next section asks about your school's policies and practices in specific areas.

D1. During this school year, have any of the following programs been implemented at this school?

MARK ALL THAT APPLY.

- Multi-Tiered System of Support (MTSS)
- Social-Emotional Learning (SEL) program
- Positive Behavior Interventions and Supports (PBIS)
- Violence prevention program
- School climate and community program
- Restorative justice program
- None of the above

D2. Write the number of children for each of the following.

WRITE NUMBER IN BOX. IF NONE, WRITE "0."

Number of children

a. Number of <u>kindergarten</u> children who were retained last school year			
------------------------------------------------------------------------------	--	--	--

b. Number of <u>first-grade</u> children who were retained last school year			
-----------------------------------------------------------------------------	--	--	--

D3. During this school year, how many children were assigned in-school or out of school suspension?

WRITE NUMBER IN BOX. IF NONE, WRITE "0."

Number of children

a. Number of children assigned in-school or out of school suspension <u>in all grades</u>			
-------------------------------------------------------------------------------------------	--	--	--

b. Number of children <u>enrolled in first grade</u> assigned in-school or out of school suspension			
-----------------------------------------------------------------------------------------------------	--	--	--

**SECTION E. School Programs for Particular Populations**

The next section contains questions about your school's programs for particular populations.

- E1. What percentage of children in this school and in first grade are English language learners (ELL)?** *WRITE IN THE PERCENTAGE FOR EACH BELOW. IF NONE, WRITE "0."*

	Percentage ELL			
a. ELL among all students in the school	<input type="text"/>	<input type="text"/>	<input type="text"/>	%
b. ELL among students in <u>first grade</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	%

- E2. What percentage of first grade children receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction?** *WRITE IN PERCENTAGES FOR EACH ITEM. WRITE "0" IF INSTRUCTION IS NOT PROVIDED OR IF INSTRUCTION IS PROVIDED BUT NO FIRST GRADE CHILDREN RECEIVE THE INSTRUCTION.*

	In regular classroom			In pull-out setting				
a. Percent receiving ESL instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>	%	<input type="text"/>	<input type="text"/>	<input type="text"/>	%
b. Percent receiving bilingual instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>	%	<input type="text"/>	<input type="text"/>	<input type="text"/>	%
c. Percent receiving dual-language instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>	%	<input type="text"/>	<input type="text"/>	<input type="text"/>	%

- E3. Are there any children with disabilities in this school receiving special education on any of the following plans?** *MARK ALL THAT APPLY.*

- Individualized Education Program (IEP)
- 504 plans based on section 504 of the Rehabilitation Act
- Neither of these



E4. Approximately what percentage of your first graders is in each of the following instructional programs? WRITE PERCENTAGES IN BOXES. IF NONE, WRITE "0" AND INDICATE IF THE PROGRAM IS NOT OFFERED IN FIRST GRADE OR IN ANY GRADE AT YOUR SCHOOL.

	Percentage	Not offered in first grade	Not offered in any grade
a. Special education (with Individualized Education Program (IEP))	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="checkbox"/>	<input type="checkbox"/>
b. Accommodations through a 504 plan	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="checkbox"/>	<input type="checkbox"/>
c. Reading instruction for students performing below grade level in reading	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="checkbox"/>	<input type="checkbox"/>
d. Math instruction for students performing below grade level in math	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="checkbox"/>	<input type="checkbox"/>
e. A gifted and talented program	<input type="text"/> <input type="text"/> <input type="text"/> %	<input type="checkbox"/>	<input type="checkbox"/>

E5. How are students identified for special education programs at this school? MARK ALL THAT APPLY.

- Universal screening
- Teacher referral
- Parent referral
- None of the above
- Students are not identified for special education programs at this school

E6. How are students identified for gifted and talented programs at this school? MARK ALL THAT APPLY.

- Universal screening
- Teacher referral
- Parent referral
- None of the above
- Not applicable - gifted and talented program not available



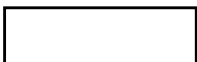
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E7. What method(s) are used in your school to determine special education eligibility for students with learning disabilities? MARK ALL THAT APPLY.

- IQ-achievement discrepancy model which shows whether there is a discrepancy between expected performance and actual performance
- Response to Intervention (RtI) model
- Other (Please specify):

E8. Where are children with Individual Education Programs (IEPs) typically served in this school? MARK ONE RESPONSE.

- Children with IEPs are not served in this school
- Children with IEPs typically spend most of their day in separate classes
- Children with IEPs typically spend most of their day in the regular classroom





SECTION F. Federal Programs

The next set of questions is for public schools.

F1. Please confirm whether your school is public or private. MARK ONE RESPONSE.

Public

Private → GO TO SECTION G. on page 21

The next set of items pertains to the provisions of the Every Student Succeeds Act (ESSA), including funding under Titles I and III.

F2. Did your school receive Federal Title I funds for this school year? MARK ONE RESPONSE.

Yes

No

Not applicable

} GO TO F5 on page 19

F3. Is your school operating a Title I targeted assistance or schoolwide program? MARK ONE RESPONSE.

Targeted assistance program

Schoolwide program

Not operating a Title I program → GO TO F5 on page 19

F4. Does your school use Title I funds for any of the following purposes? MARK ALL THAT APPLY.

To serve children in a pull-out setting

To serve children in an in-class setting

To reduce class size

To provide extended time learning opportunities before and/or after school for children

To provide professional development activities

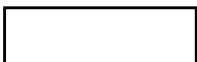
To provide family literacy services

To provide summer learning opportunities

To provide programs or services for infants and toddlers (e.g., playgroups)

To provide prekindergarten for children ages 3 and 4

None of the above





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F5. Did your school receive Federal Title III funds for this school year? TITLE III IS FOR LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS. MARK ONE RESPONSE.

Yes

No →

F6. Does your school use Title III funds for any of the following purposes? MARK ALL THAT APPLY.

To serve children in a pull-out setting for second language instruction

To serve children in an in-class setting for second language instruction

To provide extended time learning opportunities before and/or after school for children

To improve the entire educational program through a schoolwide program

To provide professional development activities for teachers who serve English language learners

To provide family literacy services (usually done out of the Title III immigrant funds)

To provide summer learning opportunities

To provide student support in the student's home language for second language instruction

None of the above

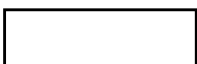
The next items address federal requirements.

F7. At the end of the LAST school year (2023-2024), what was this school's status? MARK ONE RESPONSE.

Unclassified →

Comprehensive improvement

Targeted support





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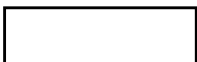
F8. Which of the following actions has this school taken in response to the need for improvement?
MARK ALL THAT APPLY.

- Developed or revised a two-year school improvement plan
- Offered students the choice to transfer to another public school
- Offered direct student services to students from low-income families not otherwise available at a student's school. For example, enrollment and participation in academic courses, credit recovery, academic acceleration, or other personalization of learning
- Replaced school staff
- Implemented a new curriculum based on scientifically based research
- Extended the school day or school year
- Appointed an outside expert to advise the school on its progress
- Reorganized the school internally
- None of the above

F9. Based on recent state assessments, what percentage of the grade 3 students in your school in the prior school year (2023-2024) scored "proficient" or above in the following subjects? WRITE PERCENTAGE AT EACH ROW. IF THE ANSWER IS ZERO OR NOT APPLICABLE, WRITE "0."

MARK HERE IF GRADE 3 IS NOT OFFERED AT THIS SCHOOL AND SKIP TO SECTION G on page 21.

	Percentage			
a. Reading or verbal skills	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> %			
b. Mathematics or quantitative skills	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> %			
c. Science	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> %			
d. English language proficiency for English language learners (ELL)	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> %			





SECTION G. School Administrator Characteristics

The next section is designed to be answered only by the school administrator, and is linked to your unique survey profile. Designees who may be selected to complete other sections of this survey on your behalf do not have access to this section. This is to ensure that your responses in this section are private.

G1. What is your gender? *MARK ONE RESPONSE.*

- Male
- Female
- Another gender

G2. What is your race and/or ethnicity? *Select all that apply and enter additional details in the spaces below.*

American Indian or Alaska Native – *Enter, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.*

Asian – *Provide details below.*

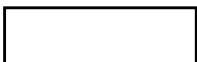
- | | | |
|-------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Korean | <input type="checkbox"/> Japanese |

Enter, for example, Pakistani, Hmong, Afghan, etc.

Black or African American – *Provide details below.*

- | | | |
|-------------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> African American | <input type="checkbox"/> Jamaican | <input type="checkbox"/> Haitian |
| <input type="checkbox"/> Nigerian | <input type="checkbox"/> Ethiopian | <input type="checkbox"/> Somali |

Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc.





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G2. (Cont.) What is your race and/or ethnicity? *Select all that apply and enter additional details in the spaces below.*

Hispanic or Latino – *Provide details below.*

Mexican

Puerto Rican

Salvadoran

Cuban

Dominican

Guatemalan

Enter, for example, Colombian, Honduran, Spaniard, etc.

Middle Eastern or North African – *Provide details below.*

Lebanese

Iranian

Egyptian

Syrian

Iraqi

Israeli

Enter, for example, Moroccan, Yemeni, Kurdish, etc.

Native Hawaiian or Pacific Islander – *Provide details below.*

Native Hawaiian

Samoan

Chamorro

Tongan

Fijian

Marshallese

Enter, for example, Chuukese, Palauan, Tahitian, etc.

White – *Provide details below.*

English

German

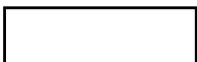
Irish

Italian

Polish

Scottish

Enter, for example, French, Swedish, Norwegian, etc.





G3. How many years of experience do you have in each of the following positions, including years in which you worked part time? WRITE IN THE NUMBER OF YEARS TO THE NEAREST FULL SCHOOL YEAR. IF THIS IS YOUR FIRST YEAR, WRITE "1."

	Number of years
a. Years as a teacher before becoming a school administrator or principal	<input type="text"/> <input type="text"/>
b. Total number of years as a school administrator or principal at any school	<input type="text"/> <input type="text"/>
c. Number of years as a school administrator or principal at this school	<input type="text"/> <input type="text"/>

G4. Through which of the following types of training programs did you receive preparation for fulfilling your role as a school administrator? MARK ALL THAT APPLY.

- Traditional university-based training certification program
- District-based training program (for example, the Boston's Lynch-BPS Principal Fellowship, New York City Leadership Academy's Aspiring Principals Program, Chicago's LAUNCH program)
- City-based training program (for example, Cleveland's First Ring Leadership Academy)
- State-based training program (for example, New Jersey EXCEL)
- Training and/or certification program run by a national non-profit organization (for example, KIPP School Leadership Program, New Leaders)
- Another school administrator preparation program
- None of the above

G5. What is the highest level of education you have completed? MARK ONE RESPONSE.

- High school diploma or equivalent/GED
- Associate's degree
- Bachelor's degree
- At least one year of coursework beyond a Bachelor's degree but not a graduate degree
- Master's degree
- Education specialist or professional diploma based on at least one year of coursework past a Master's degree level
- Doctorate or an advanced professional degree beyond a Master's degree (for example, EdD, PhD, JD, or MD)



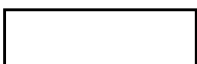
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G6. What was your major field(s) of study in the highest degree you completed? MARK ALL THAT APPLY.

- Early childhood education
- Elementary education
- Education administration/management
- Special education
- Other education-related major (such as secondary education, educational psychology, science education, music education, etc.)
- Non-education major (such as history, English, etc.)
- None of the above

G7. Please estimate how many hours you spend on average each week on the following activities. PLEASE WRITE NUMBER OF HOURS FOR EACH ITEM.

	Number of hours			
a. Working with teachers on instructional issues	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			
b. Internal school management (weekly calendars, vendors, office, memos, etc., including work with administrative and support staff)	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			
c. Student discipline (including working with students directly and working with teachers to address student behavioral issues)	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			
d. Student attendance	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			
e. Monitoring hallways, playground, lunchroom, etc.	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			
f. Teaching	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			
g. Talking and meeting with parents	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			
h. Meeting with students	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			
i. Paperwork required by local, state, or federal authorities	<table border="1" style="display: inline-table; width: 60px; height: 25px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			





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G8. What is your best estimate of the percentage of children at this school you know by name?
MARK ONE RESPONSE.

- Nearly every child
- 76% or more
- 51% to 75%
- 26% to 50%
- 25% or less

G9 What language(s) other than English do you speak with students at your school or with their families? *MARK ALL THAT APPLY.*

- Spanish
- A European language other than Spanish such as French, German, or Russian
- A Chinese language or dialect
- A Filipino language
- A Southeast Asian language such as Vietnamese, Thai, or Khmer
- A South Asian language such as Hindi or Tamil
- Another Asian language such as Japanese or Korean
- A Middle Eastern language such as Arabic or Farsi
- An African language such as Swahili or Amharic
- American Sign Language
- None of the above
- Other language (Please specify):

G10. Date Survey Completed:

				2	0	2	5
MONTH		DAY		YEAR			

**Thank you very much for answering these questions
and for taking the time to participate in the
Early Childhood Longitudinal Study.**

