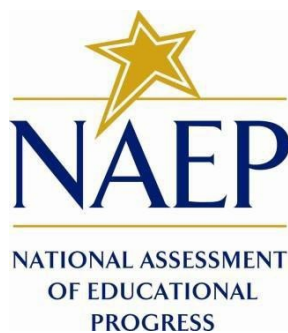


*NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL ASSESSMENT  
OF EDUCATIONAL PROGRESS*

*National Assessment of Educational Progress (NAEP) 2026*

*Appendix J3  
2024 School Questionnaires Samples*

*OMB# 1850-0928 v.37*



July 2025

**Appendix J3 provides the school survey questionnaires that will be administered in 2026, and any changes to the items from the 2024 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.**

## Table of Contents

### School Questionnaires

|                                                                                      |     |
|--------------------------------------------------------------------------------------|-----|
| <b>School Administrator Questionnaire Login Screen</b> .....                         | 3   |
| <b>Appendix J3-1: Summary of Changes Operational Grade 4 (Core)</b> .....            | 4   |
| <b>Appendix J3-2: Operational Grade 4 (Core)</b> .....                               | 15  |
| <b>Appendix J3-3: Summary of Changes Operational Grade 8 (Core)</b> .....            | 22  |
| <b>Appendix J3-4: Operational Grade 8 (Core)</b> .....                               | 33  |
| <b>Appendix J3-5: Summary of Changes Operational Grade 4 (Mathematics)</b> .....     | 39  |
| <b>Appendix J3-6: Operational Grade 4 (Mathematics)</b> .....                        | 43  |
| <b>Appendix J3-7: Summary of Changes Operational Grade 8 (Mathematics)</b> .....     | 47  |
| <b>Appendix J3-8: Operational Grade 8 (Mathematics)</b> .....                        | 52  |
| <b>Appendix J3-9: Summary of Changes Operational Grade 4 (Reading)</b> .....         | 57  |
| <b>Appendix J3-10: Operational Grade 4 (Reading)</b> .....                           | 63  |
| <b>Appendix J3-11: Summary of Changes Operational Grade 8 (Reading)</b> .....        | 67  |
| <b>Appendix J3-12: Operational Grade 8 (Reading)</b> .....                           | 73  |
| <b>Appendix J3-13: Summary of Changes Operational Grade 8 (Social Studies)</b> ..... | 77  |
| <b>Appendix J3-14: Operational Grade 8 (Social Studies)</b> .....                    | 81  |
| <b>Appendix J3-15: Summary of Changes Operational Grade 4 (Charter School)</b> ..... | 84  |
| <b>Appendix J3-16: Operational Grade 4 (Charter School)</b> .....                    | 86  |
| <b>Appendix J3-17: Summary of Changes Operational Grade 8 (Charter School)</b> ..... | 89  |
| <b>Appendix J3-18: Operational Grade 8 (Charter School)</b> .....                    | 91  |
| <b>Appendix J3-19: Pilot Grade 4 (Core)</b> .....                                    | 94  |
| <b>Appendix J3-20: Pilot Grade 12 (Core)</b> .....                                   | 100 |
| <b>Appendix J3-21: Pilot Grade 4 (Mathematics)</b> .....                             | 109 |
| <b>Appendix J3-22: Pilot Grade 12 (Mathematics)</b> .....                            | 113 |
| <b>Appendix J3-23: Pilot Grade 4 (Reading)</b> .....                                 | 120 |
| <b>Appendix J3-24: Pilot Grade 12 (Reading)</b> .....                                | 126 |
| <b>Appendix J3-25: Pilot Grade 4 (Charter School)</b> .....                          | 133 |
| <b>Appendix J3-25: Pilot Grade 12 (Charter School)</b> .....                         | 136 |

# School Administrator Questionnaire Login Screen



NAEPq 2026

## Teacher & School Questionnaire

To support the National Center for Education Statistics (NCES) in the collection of responses to teacher and school survey questionnaires for

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User ID: myEmail+0@gmail.com

Access Code:

[Forgot Access Code?](#)

Acknowledge

### Intended for Authorized Access Only

#### Paperwork Reduction Act (PRA) Statement

The 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 only be used for the purposes of research, statistics, and evaluation under the Education Sciences Reform Act of 2002 (ESRA; 20 U.S.C. § 9543) and may not be disclosed, or used, in identifiable form for any other purpose except as required 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)*, *Lyndon Baines Johnson Department of Education Building, 400 Maryland Ave., SW, 5th floor, Washington, DC 20202*, or send an email to: [nces.information.collections@ed.gov](mailto:nces.information.collections@ed.gov).

OMB No. 1850-0928 APPROVAL EXPIRES 2/28/2028

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

| 2026 Operational Grade 4 Core School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------|
| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | D/A/R+ | Rationale                                                                                                                    |
| <p>1. What grades are taught in your school? Select all squares that apply.</p> <p>VID00002</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-kindergarten</li> <li><input type="checkbox"/> Kindergarten</li> <li><input type="checkbox"/> 1st grade</li> <li><input type="checkbox"/> 2nd grade</li> <li><input type="checkbox"/> 3rd grade</li> <li><input type="checkbox"/> 4th grade</li> <li><input type="checkbox"/> 5th grade</li> <li><input type="checkbox"/> 6th grade</li> <li><input type="checkbox"/> 7th grade</li> <li><input type="checkbox"/> 8th grade</li> <li><input type="checkbox"/> 9th grade</li> <li><input type="checkbox"/> 10th grade</li> <li><input type="checkbox"/> 11th grade</li> <li><input type="checkbox"/> 12th grade</li> </ul> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>1. What grades are taught in your school?</p> <p>Select one or more answer choices.</p> <p>VID00002</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-kindergarten</li> <li><input type="checkbox"/> Kindergarten</li> <li><input type="checkbox"/> 1st grade</li> <li><input type="checkbox"/> 2nd grade</li> <li><input type="checkbox"/> 3rd grade</li> <li><input type="checkbox"/> 4th grade</li> <li><input type="checkbox"/> 5th grade</li> <li><input type="checkbox"/> 6th grade</li> <li><input type="checkbox"/> 7th grade</li> <li><input type="checkbox"/> 8th grade</li> <li><input type="checkbox"/> 9th grade</li> <li><input type="checkbox"/> 10th grade</li> <li><input type="checkbox"/> 11th grade</li> <li><input type="checkbox"/> 12th grade</li> </ul> <p><b>Issue:</b> School Climate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | R      | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. |
| <p>2. Can your school be described by any of the following? Select all squares that apply.</p> <p>VID00007</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elementary school</li> <li><input type="checkbox"/> Middle or junior high school</li> <li><input type="checkbox"/> Secondary school</li> <li><input type="checkbox"/> Regular school with a magnet program</li> <li><input type="checkbox"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</li> <li><input type="checkbox"/> Special education school: primarily serves students with disabilities</li> <li><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</li> <li><input type="checkbox"/> Private independent school</li> <li><input type="checkbox"/> Private religiously affiliated school</li> <li><input type="checkbox"/> Independent charter school</li> <li><input type="checkbox"/> Charter school administered by local school district</li> </ul> <p>(2024)</p> | <p>2. Can your school be described by any of the following?</p> <p>Select one or more answer choices.</p> <p>VID00007</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elementary school</li> <li><input type="checkbox"/> Middle or junior high school</li> <li><input type="checkbox"/> Secondary school</li> <li><input type="checkbox"/> Regular school with a magnet program</li> <li><input type="checkbox"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</li> <li><input type="checkbox"/> Special education school: primarily serves students with disabilities</li> <li><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</li> <li><input type="checkbox"/> Private independent school</li> <li><input type="checkbox"/> Private religiously affiliated school</li> <li><input type="checkbox"/> Independent charter school</li> <li><input type="checkbox"/> Charter school administered by local school district</li> </ul> <p><b>Issue:</b> School Climate</p> | R      | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. |

| 2026 Operational Grade 4 Core School |           |        |           |
|--------------------------------------|-----------|--------|-----------|
| Previous Item                        | 2026 Item | D/A/R+ | Rationale |
|                                      |           | D      | This Item |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------|
| <p>3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <p> <input type="checkbox"/> American Association of Christian Schools<br/> <input type="checkbox"/> Association of Christian Schools International<br/> <input type="checkbox"/> Christian Schools International<br/> <input type="checkbox"/> National Association of Episcopal Schools<br/> <input type="checkbox"/> National Association of Independent Schools<br/> <input type="checkbox"/> National Catholic Educational Association<br/> <input type="checkbox"/> National Society of Hebrew Day Schools<br/> <input type="checkbox"/> The Association of Boarding Schools<br/> <input type="checkbox"/> Not affiliated with any organization         </p> <p>(2024)</p> | <p>N/A</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   | <p>was dropped due to low response frequencies and low relevance to the larger NAEP sample.</p>                      |
| <p>5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <p> <input type="checkbox"/> 0%<br/> <input type="checkbox"/> 1–5%<br/> <input type="checkbox"/> 6–10%<br/> <input type="checkbox"/> 11–25%<br/> <input type="checkbox"/> 26–50%<br/> <input type="checkbox"/> 51–75%<br/> <input type="checkbox"/> 76–90%<br/> <input type="checkbox"/> Over 90%         </p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                | <p>4. Of the students currently enrolled in your school, what percentage has been identified as English learners?</p> <p> <input type="checkbox"/> 0%<br/> <input type="checkbox"/> 1–5%<br/> <input type="checkbox"/> 6–10%<br/> <input type="checkbox"/> 11–25%<br/> <input type="checkbox"/> 26–50%<br/> <input type="checkbox"/> 51–75%<br/> <input type="checkbox"/> 76–90%<br/> <input type="checkbox"/> Over 90%         </p> <p><b>Issue:</b> School Climate</p> | R | <p>This Item was revised to update “limited-English proficient” to “English learners.”</p>                           |
| <p>6. Approximately what percentage of fourth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>19. Approximately what percentage of fourth-graders in your school is new this year?</p> <p> <input type="checkbox"/> 0%<br/> <input type="checkbox"/> 1–3%<br/> <input type="checkbox"/> 4–6%<br/> <input type="checkbox"/> 7–10%<br/> <input type="checkbox"/> 11–20%<br/> <input type="checkbox"/> Over 20%         </p> <p><b>Issue:</b> School Climate</p>                                                                                                       | R | <p>This Item was revised to use response options for improved data collection and reporting of student mobility.</p> |

| 2026 Operational Grade 4 Core School |           |        |                   |
|--------------------------------------|-----------|--------|-------------------|
| Previous Item                        | 2026 Item | D/A/R+ | Rationale         |
|                                      |           | R      | For 2026, we have |

| <div>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.</div> <table><tr><th></th><th>None</th><th>1–5%</th><th>6–10%</th><th>11–25%</th><th>26–50%</th><th>51–75%</th><th>76–90%</th><th>Over 90%</th><th></th></tr><tr><td>a. Targeted Title I services</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE1241001</td></tr><tr><td>b. Gifted and talented program</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE1241002</td></tr><tr><td>c. English-as-a-second-language (not in a bilingual education program)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE1241004</td></tr><tr><td>d. Special education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE1241003</td></tr></table> |                       | None                                                                                                                             | 1–5%                  | 6–10%                 | 11–25%                | 26–50%                | 51–75%                | 76–90%                | Over 90%  |  | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE1241001 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE1241002 | c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE1241004 | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE1241003 | <div>9. Approximately what percentage of students in your school receives the following services? 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. Select one answer choice on each row.</div> <table><tr><th></th><th>None</th><th>1–5%</th><th>6–10%</th><th>11–25%</th><th>26–50%</th><th>51–75%</th><th>76–90%</th><th>Over 90%</th></tr><tr><td>a. Targeted Title I services</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Gifted and talented program</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. English as an Additional Language (not in a bilingual education program)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Special education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> |  | None | 1–5% | 6–10% | 11–25% | 26–50% | 51–75% | 76–90% | Over 90% | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. English as an Additional Language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <div>aligned<br/>Inline<br/>Directions<br/>in Teacher<br/>and<br/>School<br/>Items with<br/>the<br/>Directions<br/>currently<br/>used in<br/>Student<br/>Items.<br/>Also, in<br/>SubItem c.<br/>“English-<br/>as-a-<br/>second-<br/>language”<br/>was<br/>updated<br/>to<br/>“English<br/>as an<br/>Additional<br/>Language”<br/>.</div> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------|------|-------|--------|--------|--------|--------|----------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------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| 51–75%                | 76–90%                | Over 90%              |           |  |                              |                       |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |                       |                     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            |                       |                       |                                |                       |                       |                       |                       |                       |                       |                       |                       |                                                                             |                       |                       |                       |                       |                       |                       |                       |                       |                      |                       |                       |                       |                       |                       |                       |                       |                       |                                                                                                                                                                                                                                                                                                                                          |
| a. Targeted Title I services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/>                                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE1241001 |  |                              |                       |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |                       |                       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                                                                                                  |
| b. Gifted and talented program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/>                                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE1241002 |  |                              |                       |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |                       |                       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          |                       |                       |                                |                       |                       |                       |                       |                       |                       |                       |                       |                                                                             |                       |                       |                       |                       |                       |                       |                       |                       |                      |                       |                       |                       |                       |                       |                       |                       |                       |                                                                                                                                                                                                                                                                                                                                          |
| c. English-as-a-second-language (not in a bilingual education program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/>                                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE1241004 |  |                              |                       |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |                       |                       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                                                                                                  |
| d. Special education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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<input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE1241003 |  |                              |                       |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |                       |                       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| a. Targeted Title I services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| b. Gifted and talented program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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<input type="radio"/> | <input type="radio"/> | <input type="radio"/> |           |  |                              |                       |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |                       |                       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| c. English as an Additional Language (not in a bilingual education program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| d. Special education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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<input type="radio"/> | <input type="radio"/> | <input type="radio"/> |           |  |                              |                       |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |                       |                       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| <div>15. During this school year, what percentage of your students have been absent from school 10% or more of all school days?</div> <div><input type="radio"/> None<br/><input type="radio"/> 1–5%<br/><input type="radio"/> 6–10%<br/><input type="radio"/> 11–25%<br/><input type="radio"/> 26–50%<br/><input type="radio"/> 51–75%<br/><input type="radio"/> 76–90%<br/><input type="radio"/> Over 90%</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <div>N/A</div>        | <div>D</div> <div>Learning<br/>Recovery<br/>Items<br/>were<br/>dropped<br/>from the<br/>2026<br/>NAEP<br/>Assessme<br/>nt.</div> |                       |                       |                       |                       |                       |                       |           |  |                              |                       |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |                       |                       |        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(2024)

| 2026 Operational Grade 4 Core School |           |            |           |
|--------------------------------------|-----------|------------|-----------|
| Previous Item                        | 2026 Item | D/<br>A/R+ | Rationale |

| <div>16. 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.</div> <div>VB730423</div> <table><thead><tr><th></th><th>Yes, for all students</th><th>Yes, for most students</th><th>Yes, for some students</th><th>No</th><th></th></tr></thead><tbody><tr><td>a. In-school tutoring programs</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730440</td></tr><tr><td>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>VB730441</td></tr><tr><td>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>VB730442</td></tr><tr><td>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>VB730443</td></tr><tr><td>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>VB730444</td></tr></tbody></table> <div>(2024)</div> |                                  | Yes, for all students  | Yes, for most students | Yes, for some students | No                                                                                                                  |                                  | a. In-school tutoring programs | <input checked="" 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 | N/A | D | Learning Recovery Items were dropped from the 2026 NAEP Assessment. |
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| a. In-school tutoring programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" 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                                                                                                            |                                  |                                |                                  |                                                                                                                     |                       |                       |          |                                                                                                  |                       |                       |                       |                                                                       |                       |                                                                                                         |                       |                       |                       |                                                                     |          |                                                                                                                                                                      |                       |                       |                       |                       |          |                                                                        |                       |                       |                       |                       |          |     |   |                                                                     |
| <div>17. In this school year, which tutoring models were used in your school? Select one circle in each row.</div> <div>VB730425</div> <table><thead><tr><th></th><th>Yes</th><th>No</th><th></th></tr></thead><tbody><tr><td>a. High-dosage tutoring (i.e., tutoring that takes place for 90 minutes or more per week in groups of 1-4 students)</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td>VB730445</td></tr><tr><td>b. Standard tutoring (i.e., tutoring that takes place between 30 and 89 minutes per week in groups of 1-4 students)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730446</td></tr><tr><td>c. On-demand, online tutoring</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730447</td></tr><tr><td>d. Peer tutoring (i.e., tutoring provided by high-achieving students)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730448</td></tr></tbody></table> <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  | 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"/>          | 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              | N/A                   | D                     | Learning Recovery Items were dropped from the 2026 NAEP Assessment. |          |                                                                                                                                                                      |                       |                       |                       |                       |          |                                                                        |                       |                       |                       |                       |          |     |   |                                                                     |
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| 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"/>  | 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               |                        |                                                                                                                     |                                  |                                |                                  |                                                                                                                     |                       |                       |          |                                                                                                  |                       |                       |                       |                                                                       |                       |                                                                                                         |                       |                       |                       |                                                                     |          |                                                                                                                                                                      |                       |                       |                       |                       |          |                                                                        |                       |                       |                       |                       |          |     |   |                                                                     |

| 2026 Operational Grade 4 Core School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                  |                       |                                |                       |                                |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                  | 2026 Item             |                                |                       |                                | D/<br>A/R+ | Rationale                                                           |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| 18. In this school year, did any of the following types of people administer tutoring? Select one circle in each row.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                  | N/A                   |                                |                       |                                | D          | Learning Recovery Items were dropped from the 2026 NAEP Assessment. |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| <div>VB730426</div> <table><tr><td></td><td>Yes, in person</td><td>Yes, online</td><td>Yes, both in person and online</td><td>No</td><td></td></tr><tr><td>a. Teachers with training in tutoring methods</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730449</td></tr><tr><td>b. Teachers without training in tutoring methods</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730450</td></tr><tr><td>c. Paraprofessionals with training in tutoring methods</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730451</td></tr><tr><td>d. Paraprofessionals without training in tutoring methods</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730452</td></tr><tr><td>e. Volunteer tutors</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730453</td></tr><tr><td>f. Contracted partners or external vendors specialized in providing tutoring services</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730454</td></tr><tr><td>g. High-achieving students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730455</td></tr></table> |                                  |                       | Yes, in person                 | Yes, online           | Yes, both in person and online | No         |                                                                     | a. Teachers with training in tutoring methods | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730449 | b. Teachers without training in tutoring methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730450 | c. Paraprofessionals with training in tutoring methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730451 | d. Paraprofessionals without training in tutoring methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730452 | e. Volunteer tutors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730453 | f. Contracted partners or external vendors specialized in providing tutoring services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730454 | g. High-achieving students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730455 |  |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Yes, in person                   | Yes, online           | Yes, both in person and online | No                    |                                |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| a. Teachers with training in tutoring methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730449                       |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| b. Teachers without training in tutoring methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730450                       |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| c. Paraprofessionals with training in tutoring methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730451                       |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| d. Paraprofessionals without training in tutoring methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730452                       |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| e. Volunteer tutors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730453                       |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| f. Contracted partners or external vendors specialized in providing tutoring services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730454                       |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| g. High-achieving students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730455                       |            |                                                                     |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |
| (2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                  |                       |                                |                       |                                | D          | This Item was                                                       |                                               |                                  |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |  |

|                                                                                                                                                                                                                                                                                                                      |            |                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------|
| <p>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.</p> <p>Ⓐ 0</p> <p>Ⓑ 1–5</p> <p>Ⓒ 6–10</p> <p>Ⓓ 11–15</p> <p>Ⓔ 16–25</p> <p>Ⓕ More than 25</p> <p>(2024)</p> | <p>N/A</p> | <p>dropped due to lack of insight provided by the question and to prioritize new content.</p> |
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## 2026 Operational Grade 4 Core School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D/<br>A/R+                                  | Rationale                                   |                                            |                                        |        |                                      |                                                                                                                                            |                       |                       |                       |                       |                                                           |                                      |                       |                       |                       |                       |                                         |                       |                                                                                                                                    |                       |                       |         |                                                    |                       |                       |                       |                       |         |                                                   |                       |                       |                       |                       |         |                                           |                       |                       |                       |         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| <div>N/A</div> <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <div>13. Approximately what percentage of students in your school have parents or guardians who do each of the following activities?<br/>Select one answer choice on each row.</div> <div><table><tr><th></th><th>Not applicable</th><th>0-10%</th><th>11-25%</th><th>26-50%</th><th>Over 50%</th></tr><tr><td>a. Volunteer regularly to help in the classroom or another part of the school (Include only volunteers physically in the school building.)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Attend teacher-parent conferences</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: School Climate</div> |                                             | 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"/>                                     | b. Attend teacher-parent conferences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                   | A                     | This Item was previously administered in the 2022 NAEP Assessment and added in 2026 to measure parental involvement in the school. |                       |                       |         |                                                    |                       |                       |                       |                       |         |                                                   |                       |                       |                       |                       |         |                                           |                       |                       |                       |                       |         |                                              |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                           |                                             |                                            |                                        |  |                                      |                       |                       |                       |                       |         |                                                           |                       |                       |                       |                       |         |                                         |                       |                       |                       |                       |         |                                                    |                       |                       |                       |                       |         |                                           |                       |                       |                       |                       |         |                                              |                       |                       |                       |                       |         |   |                                                                                             |
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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 0-10%                                       | 11-25%                                      | 26-50%                                     | Over 50%                               |        |                                      |                                                                                                                                            |                       |                       |                       |                       |                                                           |                                      |                       |                       |                       |                       |                                         |                       |                                                                                                                                    |                       |                       |         |                                                    |                       |                       |                       |                       |         |                                                   |                       |                       |                       |                       |         |                                           |                       |                       |                       |         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| 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"/>                  |        |                                      |                                                                                                                                            |                       |                       |                       |                       |                                                           |                                      |                       |                       |                       |                       |                                         |                       |                                                                                                                                    |                       |                       |         |                                                    |                       |                       |                       |                       |         |                                                   |                       |                       |                       |                       |         |                                           |                       |                       |                       |              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| b. Attend teacher-parent conferences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="radio"/>                       | <input type="radio"/>                       | <input type="radio"/>                      | <input type="radio"/>                  |        |                                      |                                                                                                                                            |                       |                       |                       |                       |                                                           |                                      |                       |                       |                       |                       |                                         |                       |                                                                                                                                    |                       |                       |         |                                                    |                       |                       |                       |                       |         |                                                   |                       |                       |                       |                       |         |                                           |                       |                       |                       |              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| <div>22. How much does each of the following statements describe the teachers at your school this year? Select one circle in each row.</div> <div><table><tr><th></th><th>Not at all like the teachers at my school</th><th>A little bit like the teachers at my school</th><th>Quite a bit like the teachers at my school</th><th>Exactly like the teachers at my school</th><th></th></tr><tr><td>a. Teachers care about the students.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08422</td></tr><tr><td>b. Students feel comfortable talking with their teachers.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08423</td></tr><tr><td>c. Teachers expect students to do well.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08424</td></tr><tr><td>d. Teachers are available when students need them.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08425</td></tr><tr><td>e. Teachers try to understand students' problems.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08426</td></tr><tr><td>f. Teachers notice if students need help.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08427</td></tr><tr><td>g. Teachers treat all students respectfully.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08428</td></tr></table></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 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"/> | VE08422               | b. Students feel comfortable talking with their teachers. | <input type="radio"/>                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08423               | c. Teachers expect students to do well. | <input type="radio"/> | <input type="radio"/>                                                                                                              | <input type="radio"/> | <input type="radio"/> | VE08424 | d. Teachers are available when students need them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08425 | e. Teachers try to understand students' problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08426 | f. Teachers notice if students need help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08427 | g. Teachers treat all students respectfully. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08428 | <div>16. How much does each of the following statements describe the teachers at your school this year?<br/>Select one answer choice on each row.</div> <div><table><tr><th></th><th>Not at all like the teachers at my school</th><th>A little bit like the teachers at my school</th><th>Quite a bit like the teachers at my school</th><th>Exactly like the teachers at my school</th><th></th></tr><tr><td>a. Teachers care about the students.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08422</td></tr><tr><td>b. Students feel comfortable talking with their teachers.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08423</td></tr><tr><td>c. Teachers expect students to do well.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08424</td></tr><tr><td>d. Teachers are available when students need them.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08425</td></tr><tr><td>e. Teachers notice if students need help.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08426</td></tr><tr><td>f. Teachers treat all students respectfully.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE08427</td></tr></table></div> |  | 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"/> | VE08422 | b. Students feel comfortable talking with their teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08423 | c. Teachers expect students to do well. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08424 | d. Teachers are available when students need them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08425 | e. Teachers notice if students need help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08426 | f. Teachers treat all students respectfully. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VE08427 | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. Teachers care about the students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| b. Students feel comfortable talking with their teachers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| c. Teachers expect students to do well.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| d. Teachers are available when students need them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| e. Teachers try to understand students' problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| f. Teachers notice if students need help.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| g. Teachers treat all students respectfully.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| a. Teachers care about the students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| b. Students feel comfortable talking with their teachers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| c. Teachers expect students to do well.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| d. Teachers are available when students need them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| e. Teachers notice if students need help.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| f. Teachers treat all students respectfully.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| (2024)                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Issue:</b> Learning Environment |               | currently used in Student Items. Also, SubItem e. from 2024 was dropped for 2026.                                      |
| <p>23. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2024)</p>                                                                                                                                                                                                                                                                                  | N/A                                | D             | This Item was dropped due to lack of insight provided by the question and to prioritize new content.                   |
| <b>2026 Operational Grade 4 Core School</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |               |                                                                                                                        |
| <b>Previous Item</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>2026 Item</b>                   | <b>D/A/R+</b> | <b>Rationale</b>                                                                                                       |
| <p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p>(2024)</p> | N/A                                | D             | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |

|                                                                                                                                                                                                                                                                                                                                                              |     |   |                                                                                                                        |
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| <p>25. What is the average age of the desktop computers in your school?</p> <p>Ⓐ Up to 2 years old<br/> Ⓑ More than 2 years but less than 4 years old<br/> Ⓒ More than 4 years but less than 6 years old<br/> Ⓓ 6 years old or more<br/> Ⓔ I don't know.</p> <p>(2024)</p>                                                                                   | N/A | D | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |
| <p>26. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p>Ⓐ In some classrooms<br/> Ⓑ In all classrooms<br/> Ⓒ In a media center<br/> Ⓓ In a computer lab<br/> Ⓔ In the school library<br/> Ⓕ The school distributed desktop computers to students doing distance learning.</p> <p>(2024)</p> | N/A | D | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |

## 2026 Operational Grade 4 Core School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2026 Item | D/<br>A/R+ | Rationale                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|------------------------------------------------------------------------------------------------------------------------|
| <p>27. What is the total number of <b>laptop computers</b> (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p>VER07118</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                   | N/A       | D          | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |
| <p>28. What is the average age of the <b>laptop computers</b> (including Chromebooks) in your school?</p> <p>VER07120</p> <p> <input type="radio"/> Up to 2 years old<br/> <input type="radio"/> More than 2 years but less than 4 years old<br/> <input type="radio"/> More than 4 years but less than 6 years old<br/> <input type="radio"/> 6 years old or more<br/> <input type="radio"/> I don't know.         </p> <p>(2024)</p>                                                                                                                                                                      | N/A       | D          | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |
| <p>29. In your school, where are <b>laptop computers</b> (including Chromebooks) available for students to work? Select all squares that apply.</p> <p>VER07106</p> <p> <input type="checkbox"/> In some classrooms<br/> <input type="checkbox"/> In all classrooms<br/> <input type="checkbox"/> In a media center<br/> <input type="checkbox"/> In a computer lab<br/> <input type="checkbox"/> In the school library<br/> <input type="checkbox"/> On mobile carts<br/> <input type="checkbox"/> The school distributed laptop computers to students doing distance learning.         </p> <p>(2024)</p> | N/A       | D          | This and the related Items were dropped in favor of a more                                                             |

|  |  |  |                                                             |
|--|--|--|-------------------------------------------------------------|
|  |  |  | current and concise format for questions on Technology Use. |
|--|--|--|-------------------------------------------------------------|

| 2026 Operational Grade 4 Core School                                                                                                                                                                                                                                                                                                                                                                                       |           |        |                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------|------------------------------------------------------------------------------------------------------------------------|
| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                              | 2026 Item | D/A/R+ | Rationale                                                                                                              |
| <p>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.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>(2024)</p>                                                                                                                                                  | N/A       | D      | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |
| <p>31. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <p><input type="radio"/> Up to 2 years old</p> <p><input type="radio"/> More than 2 years but less than 4 years old</p> <p><input type="radio"/> More than 4 years but less than 6 years old</p> <p><input type="radio"/> 6 years old or more</p> <p><input type="radio"/> I don't know.</p> <p>(2024)</p> | N/A       | D      | This and the related Items were dropped in favor of a more current and concise format for questions on                 |





| (2024)                                                               | <b>Issue: Technology Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                    | y use and student access to digital technology for learning. |                                                    |                                                   |                                                                      |                       |                       |                       |                                            |                       |                       |                       |                                                      |                       |                       |                       |                               |                       |                       |                       |   |                                                                                                                                                  |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------------------------------|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|-----------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------|
| N/A                                                                  | <p>21. This school year, which of the following types of educational content are available to students?</p> <p>Select one answer choice on each row.</p> <table> <tr> <th></th><th>This type of content is available to all students</th><th>This type of content is available to some students</th><th>This type of content is not available to students</th></tr> <tr> <td>a. Languages other than English (e.g., Spanish, French, or Mandarin)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td>b. Music (e.g., choir, band, or orchestra)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td>c. Art (e.g., drawing, painting, or performance art)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td>d. STEM or Technology Special</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </table> |                                                    | 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"/> | <input type="radio"/> | <input type="radio"/> | b. Music (e.g., choir, band, or orchestra) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. Art (e.g., drawing, painting, or performance art) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | d. STEM or Technology Special | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | A | This Item was developed to measure students' learning environments and access to educational content focused on languages, music, art, and STEM. |
|                                                                      | 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"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                              | <input type="radio"/>                                        |                                                    |                                                   |                                                                      |                       |                       |                       |                                            |                       |                       |                       |                                                      |                       |                       |                       |                               |                       |                       |                       |   |                                                                                                                                                  |
| b. Music (e.g., choir, band, or orchestra)                           | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                              | <input type="radio"/>                                        |                                                    |                                                   |                                                                      |                       |                       |                       |                                            |                       |                       |                       |                                                      |                       |                       |                       |                               |                       |                       |                       |   |                                                                                                                                                  |
| c. Art (e.g., drawing, painting, or performance art)                 | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                              | <input type="radio"/>                                        |                                                    |                                                   |                                                                      |                       |                       |                       |                                            |                       |                       |                       |                                                      |                       |                       |                       |                               |                       |                       |                       |   |                                                                                                                                                  |
| d. STEM or Technology Special                                        | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                              | <input type="radio"/>                                        |                                                    |                                                   |                                                                      |                       |                       |                       |                                            |                       |                       |                       |                                                      |                       |                       |                       |                               |                       |                       |                       |   |                                                                                                                                                  |
| (2024)                                                               | <b>Issue: School Climate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                    |                                                              |                                                    |                                                   |                                                                      |                       |                       |                       |                                            |                       |                       |                       |                                                      |                       |                       |                       |                               |                       |                       |                       |   |                                                                                                                                                  |

## Appendix J3-2: Operational Grade 4 (Core)

VH240382

1. What grades are taught in your school?

Select one or more answer choices.

- ☐ 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

2. Can your school be described by any of the following?

Select one or more answer choices.

- ☐ Ⓐ 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?

VH253912

4. Of the students currently enrolled in your school, what percentage has been identified as English learners?

VH240208

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

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

VH240215

- ☐ A Yes
- ☐ B No

6. How does the school operate the program?

VH240216

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

7. 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?

VH240218

- ☐ 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%

8. 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.)

VH240219

- ☐ 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.

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

VH241920

Select one answer choice on each row.

|                                                                                         | None                    | 1–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | 76–90%                  | Over 90%                |
|-----------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VH241931<br>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 |
| VH241922<br>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 |
| VH241924<br>c. English as an Additional 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 |
| VH241925<br>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 |

10. Does your school have one-to-one availability of laptop computers, tablets, or Chromebooks?

VR586391

- ☐ A Yes
- ☐ B No

11. Does your school provide students with laptop computers, tablets, or Chromebooks that they can take home?

VR586392

- ☐ A Yes, the school provides devices for all students to take home.
- ☐ B Yes, the school provides devices for some students to take home.
- ☐ C No, students must provide their own devices.

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

VH617371

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

13. Approximately what percentage of students in your school have parents or guardians who do each of the following activities?

VH241938

Select one answer choice on each row.

|                                                                                                                                                                       | Not applicable        | 0–10%                 | 11–25%                | 26–50%                | Over 50%              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <small>VH241940</small><br>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"/> |
| <small>VH241939</small><br>b. Attend teacher–parent conferences                                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. For all teacher counts entered in this item:

VH253959

*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

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

VH240212

- ☐ 0–2%
- ☐ 3–5%
- ☐ 6–10%
- ☐ More than 10%

16. How much does each of the following statements describe the teachers at your school this year?

VR586396

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 |
|-----------------------------------------------------------------------|-------------------------------------------|---------------------------------------------|--------------------------------------------|----------------------------------------|
| VR586422<br>a. Teachers care about the students.                      | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586423<br>b. Students feel comfortable talking with their teachers. | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586424<br>c. Teachers expect students to do well.                   | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586425<br>d. Teachers are available when students need them.        | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586427<br>e. Teachers notice if students need help.                 | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586428<br>f. Teachers treat all students respectfully.              | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |

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

VH240209

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

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

VH240210

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



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

VR760967

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

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

VH240213

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

21. This school year, which of the following types of educational content are available to students?

VR586397

Select one answer choice on 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 |
|----------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------|---------------------------------------------------|
| VR586429<br>a. Languages other than English (e.g., Spanish, French, or Mandarin) | <input type="radio"/> A                           | <input type="radio"/> B                            | <input type="radio"/> C                           |
| VR586430<br>b. Music (e.g., choir, band, or orchestra)                           | <input type="radio"/> A                           | <input type="radio"/> B                            | <input type="radio"/> C                           |
| VR586431<br>c. Art (e.g., drawing, painting, or performance art)                 | <input type="radio"/> A                           | <input type="radio"/> B                            | <input type="radio"/> C                           |
| VR595981<br>d. STEM or Technology Special                                        | <input type="radio"/> A                           | <input type="radio"/> B                            | <input type="radio"/> C                           |

## Appendix J3-3: Summary of Changes Operational Grade 8 (Core)

| 2026 Operational Grade 8 Core School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------|
| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | D/A/R+ | Rationale                                                                                                                    |
| <p>1. What grades are taught in your school? Select all squares that apply.</p> <p><small>V16B0302</small></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-kindergarten</li> <li><input type="checkbox"/> Kindergarten</li> <li><input type="checkbox"/> 1st grade</li> <li><input type="checkbox"/> 2nd grade</li> <li><input type="checkbox"/> 3rd grade</li> <li><input type="checkbox"/> 4th grade</li> <li><input type="checkbox"/> 5th grade</li> <li><input type="checkbox"/> 6th grade</li> <li><input type="checkbox"/> 7th grade</li> <li><input type="checkbox"/> 8th grade</li> <li><input type="checkbox"/> 9th grade</li> <li><input type="checkbox"/> 10th grade</li> <li><input type="checkbox"/> 11th grade</li> <li><input type="checkbox"/> 12th grade</li> </ul> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>1. What grades are taught in your school?</p> <p>Select one or more answer choices.</p> <p><small>V16B0302</small></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-kindergarten</li> <li><input type="checkbox"/> Kindergarten</li> <li><input type="checkbox"/> 1st grade</li> <li><input type="checkbox"/> 2nd grade</li> <li><input type="checkbox"/> 3rd grade</li> <li><input type="checkbox"/> 4th grade</li> <li><input type="checkbox"/> 5th grade</li> <li><input type="checkbox"/> 6th grade</li> <li><input type="checkbox"/> 7th grade</li> <li><input type="checkbox"/> 8th grade</li> <li><input type="checkbox"/> 9th grade</li> <li><input type="checkbox"/> 10th grade</li> <li><input type="checkbox"/> 11th grade</li> <li><input type="checkbox"/> 12th grade</li> </ul> <p><b>Issue:</b> School Climate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | R      | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. |
| <p>2. Can your school be described by any of the following? Select all squares that apply.</p> <p><small>V16B0607</small></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elementary school</li> <li><input type="checkbox"/> Middle or junior high school</li> <li><input type="checkbox"/> Secondary school</li> <li><input type="checkbox"/> Regular school with a magnet program</li> <li><input type="checkbox"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</li> <li><input type="checkbox"/> Special education school: primarily serves students with disabilities</li> <li><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</li> <li><input type="checkbox"/> Private independent school</li> <li><input type="checkbox"/> Private religiously affiliated school</li> <li><input type="checkbox"/> Independent charter school</li> <li><input type="checkbox"/> Charter school administered by local school district</li> </ul> <p>(2024)</p> | <p>2. Can your school be described by any of the following?</p> <p>Select one or more answer choices.</p> <p><small>V16B0607</small></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elementary school</li> <li><input type="checkbox"/> Middle or junior high school</li> <li><input type="checkbox"/> Secondary school</li> <li><input type="checkbox"/> Regular school with a magnet program</li> <li><input type="checkbox"/> A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school</li> <li><input type="checkbox"/> Special education school: primarily serves students with disabilities</li> <li><input type="checkbox"/> Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education</li> <li><input type="checkbox"/> Private independent school</li> <li><input type="checkbox"/> Private religiously affiliated school</li> <li><input type="checkbox"/> Independent charter school</li> <li><input type="checkbox"/> Charter school administered by local school district</li> </ul> <p><b>Issue:</b> School Climate</p> | R      | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. |

| 2026 Operational Grade 8 Core School |           |        |           |
|--------------------------------------|-----------|--------|-----------|
| Previous Item                        | 2026 Item | D/A/R+ | Rationale |
|                                      |           | D      | This Item |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------|
| <p>3. Please identify the organization(s) listed below to which your school is most closely affiliated. Select all squares that apply.</p> <p> <input type="checkbox"/> American Association of Christian Schools<br/> <input type="checkbox"/> Association of Christian Schools International<br/> <input type="checkbox"/> Christian Schools International<br/> <input type="checkbox"/> National Association of Episcopal Schools<br/> <input type="checkbox"/> National Association of Independent Schools<br/> <input type="checkbox"/> National Catholic Educational Association<br/> <input type="checkbox"/> National Society of Hebrew Day Schools<br/> <input type="checkbox"/> The Association of Boarding Schools<br/> <input type="checkbox"/> Not affiliated with any organization         </p> <p>(2024)</p> | <p>N/A</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   | <p>was dropped due to low response frequencies and low relevance to the larger NAEP sample.</p>                      |
| <p>5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?</p> <p> <input type="checkbox"/> 0%<br/> <input type="checkbox"/> 1–5%<br/> <input type="checkbox"/> 6–10%<br/> <input type="checkbox"/> 11–25%<br/> <input type="checkbox"/> 26–50%<br/> <input type="checkbox"/> 51–75%<br/> <input type="checkbox"/> 76–90%<br/> <input type="checkbox"/> Over 90%         </p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                | <p>4. Of the students currently enrolled in your school, what percentage has been identified as English learners?</p> <p> <input type="checkbox"/> 0%<br/> <input type="checkbox"/> 1–5%<br/> <input type="checkbox"/> 6–10%<br/> <input type="checkbox"/> 11–25%<br/> <input type="checkbox"/> 26–50%<br/> <input type="checkbox"/> 51–75%<br/> <input type="checkbox"/> 76–90%<br/> <input type="checkbox"/> Over 90%         </p> <p><b>Issue:</b> School Climate</p> | R | <p>This Item was revised to update “limited-English proficient” to “English learners.”</p>                           |
| <p>6. Approximately what percentage of eighth-graders in your school is new this year?</p> <p><input type="text"/><input type="text"/><input type="text"/> %</p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>19. Approximately what percentage of eighth-graders in your school is new this year?</p> <p> <input type="checkbox"/> 0%<br/> <input type="checkbox"/> 1–3%<br/> <input type="checkbox"/> 4–6%<br/> <input type="checkbox"/> 7–10%<br/> <input type="checkbox"/> 11–20%<br/> <input type="checkbox"/> Over 20%         </p> <p><b>Issue:</b> School Climate</p>                                                                                                       | R | <p>This Item was revised to use response options for improved data collection and reporting of student mobility.</p> |

| 2026 Operational Grade 8 Core School |           |        |                   |
|--------------------------------------|-----------|--------|-------------------|
| Previous Item                        | 2026 Item | D/A/R+ | Rationale         |
|                                      |           | R      | For 2026, we have |

| <div>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.</div> <div><table><tr><th></th><th>None</th><th>1-5%</th><th>6-10%</th><th>11-25%</th><th>26-50%</th><th>51-75%</th><th>76-90%</th><th>Over 90%</th><th></th></tr><tr><td>a. Targeted Title I services</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>Y10241001</td></tr><tr><td>b. Gifted and talented program</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>Y10241002</td></tr><tr><td>c. English-as-a-second-language (not in a bilingual education program)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>Y10241004</td></tr><tr><td>d. Special education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>Y10241003</td></tr></table></div> |                                  | None                             | 1-5%                                                                                                                | 6-10%                 | 11-25%                | 26-50%                | 51-75%                | 76-90%                | Over 90%  |  | a. Targeted Title I services | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Y10241001 | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Y10241002 | c. English-as-a-second-language (not in a bilingual education program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Y10241004 | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Y10241003 | <div>9. Approximately what percentage of students in your school receives the following services? 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. Select one answer choice on each row.</div> <div><table><tr><th></th><th>None</th><th>1-5%</th><th>6-10%</th><th>11-25%</th><th>26-50%</th><th>51-75%</th><th>76-90%</th><th>Over 90%</th></tr><tr><td>a. Targeted Title I services</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Gifted and talented program</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. English as an Additional Language (not in a bilingual education program)</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Special education</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: School Climate</div> |  | None | 1-5% | 6-10% | 11-25% | 26-50% | 51-75% | 76-90% | Over 90% | a. Targeted Title I services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. Gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. English as an Additional Language (not in a bilingual education program) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | d. Special education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | <div>aligned<br/>Inline<br/>Directions<br/>in Teacher<br/>and<br/>School<br/>Items with<br/>the<br/>Directions<br/>currently<br/>used in<br/>Student<br/>Items.<br/>Also, in<br/>SubItem c.<br/>“English-<br/>as-a-<br/>second-<br/>language”<br/>was<br/>updated<br/>to<br/>“English<br/>as an<br/>Additional<br/>Language”<br/>.</div> |
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       | 26-50%                | 51-75%                | 76-90%                | Over 90%              |           |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |   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                                                                                                                                                                                                                   |
| a. Targeted Title I services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Y10241001 |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                   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| b. Gifted and talented program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Y10241002 |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                   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                                                                                                                                                                                                                           |
| c. English-as-a-second-language (not in a bilingual education program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Y10241004 |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                   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                                                                                                                                                                                                                           |
| d. Special education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Y10241003 |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                   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       | 26-50%                | 51-75%                | 76-90%                | Over 90%              |           |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |   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| a. Targeted Title I services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |           |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                   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| b. Gifted and talented program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |           |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                   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                                                                                                                                                                                                                           |
| c. English as an Additional Language (not in a bilingual education program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |           |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                   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                                                                                                                                                                                                                           |
| d. Special education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |           |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                   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                                                                                                                                                                                                                           |
| <div>15. During this school year, what percentage of your students have been absent from school 10% or more of all school days?</div> <div><div><input type="radio"/> None</div><div><input type="radio"/> 1-5%</div><div><input type="radio"/> 6-10%</div><div><input type="radio"/> 11-25%</div><div><input type="radio"/> 26-50%</div><div><input type="radio"/> 51-75%</div><div><input type="radio"/> 76-90%</div><div><input type="radio"/> Over 90%</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <div>N/A</div>                   | <div>D</div>                     | <div>Learning<br/>Recovery<br/>Items<br/>were<br/>dropped<br/>from the<br/>2026<br/>NAEP<br/>Assessme<br/>nt.</div> |                       |                       |                       |                       |                       |           |  |                              |                                  |                       |                       |                       |                       |                       |                       |                       |           |                                |                       |                       |                       |                       |                       |                       |                       |                       |           |                                                                        |                       |                       |                       |                       |                       |                       |                       |                       |           |                      |                       |                       |                       |                       |              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| 2026 Operational Grade 8 Core School |           |            |           |
|--------------------------------------|-----------|------------|-----------|
| Previous Item                        | 2026 Item | D/<br>A/R+ | Rationale |

| <p>16. 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> <p>VB730423</p> <table><tr><th></th><th>Yes, for all students</th><th>Yes, for most students</th><th>Yes, for some students</th><th>No</th><th></th></tr><tr><td>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>VB730440</td></tr><tr><td>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>VB730441</td></tr><tr><td>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>VB730442</td></tr><tr><td>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>VB730443</td></tr><tr><td>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>VB730444</td></tr></table> <p>(2024)</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"/> | 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 | N/A | D | Learning Recovery Items were dropped from the 2026 NAEP Assessment. |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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                                                                                                            |                       |                                |                       |                                                                                                                     |                       |                       |          |                                                                                                  |                       |                       |                       |                                                                       |                       |                                                                                                         |                       |                       |                       |                                                                     |          |                                                                                                                                                                      |                       |                       |                       |                       |          |                                                                        |                       |                       |                       |                       |          |     |   |                                                                     |
| <p>17. In this school year, which tutoring models were used in your school? Select one circle in each row.</p> <p>VB730425</p> <table><tr><th></th><th>Yes</th><th>No</th><th></th></tr><tr><td>a. High-dosage tutoring (i.e., tutoring that takes place for 90 minutes or more per week in groups of 1-4 students)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730445</td></tr><tr><td>b. Standard tutoring (i.e., tutoring that takes place between 30 and 89 minutes per week in groups of 1-4 students)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730446</td></tr><tr><td>c. On-demand, online tutoring</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730447</td></tr><tr><td>d. Peer tutoring (i.e., tutoring provided by high-achieving students)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730448</td></tr></table> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       | 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              | N/A                   | D                     | Learning Recovery Items were dropped from the 2026 NAEP Assessment. |          |                                                                                                                                                                      |                       |                       |                       |                       |          |                                                                        |                       |                       |                       |                       |          |     |   |                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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               |                        |                                                                                                                     |                       |                                |                       |                                                                                                                     |                       |                       |          |                                                                                                  |                       |                       |                       |                                                                       |                       |                                                                                                         |                       |                       |                       |                                                                     |          |                                                                                                                                                                      |                       |                       |                       |                       |          |                                                                        |                       |                       |                       |                       |          |     |   |                                                                     |

| 2026 Operational Grade 8 Core School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |                       |                                |                       |             |                                |                                                                     |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |                       | 2026 Item                      |                       |             | D/<br>A/R+                     | Rationale                                                           |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| 18. In this school year, did any of the following types of people administer tutoring? Select one circle in each row.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                       | N/A                            |                       |             | D                              | Learning Recovery Items were dropped from the 2026 NAEP Assessment. |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| <div>VB730426</div> <table><tr><td></td><td>Yes, in person</td><td>Yes, online</td><td>Yes, both in person and online</td><td>No</td><td></td></tr><tr><td>a. Teachers with training in tutoring methods</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730449</td></tr><tr><td>b. Teachers without training in tutoring methods</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730450</td></tr><tr><td>c. Paraprofessionals with training in tutoring methods</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730451</td></tr><tr><td>d. Paraprofessionals without training in tutoring methods</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730452</td></tr><tr><td>e. Volunteer tutors</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730453</td></tr><tr><td>f. Contracted partners or external vendors specialized in providing tutoring services</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730454</td></tr><tr><td>g. High-achieving students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VB730455</td></tr></table> |                       |                       |                                | 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"/> | VB730449 | b. Teachers without training in tutoring methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730450 | c. Paraprofessionals with training in tutoring methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730451 | d. Paraprofessionals without training in tutoring methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730452 | e. Volunteer tutors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730453 | f. Contracted partners or external vendors specialized in providing tutoring services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730454 | g. High-achieving students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VB730455 |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 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"/> | VB730449    |                                |                                                                     |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| b. Teachers without training in tutoring methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730450    |                                |                                                                     |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| c. Paraprofessionals with training in tutoring methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730451    |                                |                                                                     |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| d. Paraprofessionals without training in tutoring methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730452    |                                |                                                                     |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| e. Volunteer tutors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730453    |                                |                                                                     |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| f. Contracted partners or external vendors specialized in providing tutoring services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730454    |                                |                                                                     |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| g. High-achieving students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | VB730455    |                                |                                                                     |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |
| (2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |                       |                                |                       |             | D                              | This Item was                                                       |  |                                               |                       |                       |                       |                       |          |                                                  |                       |                       |                       |                       |          |                                                        |                       |                       |                       |                       |          |                                                           |                       |                       |                       |                       |          |                     |                       |                       |                       |                       |          |                                                                                       |                       |                       |                       |                       |          |                            |                       |                       |                       |                       |          |  |  |  |  |  |

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| <p>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.</p> <p>Ⓐ 0</p> <p>Ⓑ 1-5</p> <p>Ⓒ 6-10</p> <p>Ⓓ 11-15</p> <p>Ⓔ 16-25</p> <p>Ⓕ More than 25</p> <p>(2024)</p> | <p>N/A</p> |  | <p>dropped due to lack of insight provided by the question and to prioritize new content.</p> |
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| 2026 Operational Grade 8 Core School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| N/A<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------|
| (2024)                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Issue:</b> Learning Environment |               | currently used in Student Items. Also, SubItem e. from 2024 was dropped for 2026.                                      |
| <p>23. Does your school, district, or diocese offer tenure to teachers?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>(2024)</p>                                                                                                                                                                                                                                                                                  | N/A                                | D             | This Item was dropped due to lack of insight provided by the question and to prioritize new content.                   |
| <b>2026 Operational Grade 8 Core School</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |               |                                                                                                                        |
| <b>Previous Item</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>2026 Item</b>                   | <b>D/A/R+</b> | <b>Rationale</b>                                                                                                       |
| <p>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.</p> <p><input type="checkbox"/> Desktop computers</p> <p><input type="checkbox"/> Laptop computers (including Chromebooks)</p> <p><input type="checkbox"/> Tablets (for example, Surface Pro, iPad, Kindle Fire)</p> <p>(2024)</p> | N/A                                | D             | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |

|                                                                                                                                                                                                                                                                                                                                                              |            |          |                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-------------------------------------------------------------------------------------------------------------------------------|
| <p>25. What is the average age of the desktop computers in your school?</p> <p>Ⓐ Up to 2 years old<br/> Ⓑ More than 2 years but less than 4 years old<br/> Ⓒ More than 4 years but less than 6 years old<br/> Ⓓ 6 years old or more<br/> Ⓔ I don't know.</p> <p>(2024)</p>                                                                                   | <p>N/A</p> | <p>D</p> | <p>This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use.</p> |
| <p>26. In your school, where are desktop computers available for students to work? Select all squares that apply.</p> <p>Ⓐ In some classrooms<br/> Ⓑ In all classrooms<br/> Ⓒ In a media center<br/> Ⓓ In a computer lab<br/> Ⓔ In the school library<br/> Ⓕ The school distributed desktop computers to students doing distance learning.</p> <p>(2024)</p> | <p>N/A</p> | <p>D</p> | <p>This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use.</p> |



## 2026 Operational Grade 8 Core School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2026 Item | D/<br>A/R+ | Rationale                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|------------------------------------------------------------------------------------------------------------------------|
| <p>27. What is the total number of <b>laptop computers</b> (including Chromebooks) available for students in your school? Enter the number of laptop computers.</p> <p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                              | N/A       | D          | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |
| <p>28. What is the average age of the <b>laptop computers</b> (including Chromebooks) in your school?</p> <p> <input type="radio"/> Up to 2 years old<br/> <input type="radio"/> More than 2 years but less than 4 years old<br/> <input type="radio"/> More than 4 years but less than 6 years old<br/> <input type="radio"/> 6 years old or more<br/> <input type="radio"/> I don't know.         </p> <p>(2024)</p>                                                                                                                                                                      | N/A       | D          | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |
| <p>29. In your school, where are <b>laptop computers</b> (including Chromebooks) available for students to work? Select all squares that apply.</p> <p> <input type="checkbox"/> In some classrooms<br/> <input type="checkbox"/> In all classrooms<br/> <input type="checkbox"/> In a media center<br/> <input type="checkbox"/> In a computer lab<br/> <input type="checkbox"/> In the school library<br/> <input type="checkbox"/> On mobile carts<br/> <input type="checkbox"/> The school distributed laptop computers to students doing distance learning.         </p> <p>(2024)</p> | N/A       | D          | This and the related Items were dropped in favor of a more                                                             |

|  |  |  |                                                             |
|--|--|--|-------------------------------------------------------------|
|  |  |  | current and concise format for questions on Technology Use. |
|--|--|--|-------------------------------------------------------------|

| 2026 Operational Grade 8 Core School                                                                                                                                                                                                                                                                                   |           |        |                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------|------------------------------------------------------------------------------------------------------------------------|
| Previous Item                                                                                                                                                                                                                                                                                                          | 2026 Item | D/A/R+ | Rationale                                                                                                              |
| <p>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.</p> <p>□□□□</p> <p>(2024)</p>                                                                                                                             | N/A       | D      | This and the related Items were dropped in favor of a more current and concise format for questions on Technology Use. |
| <p>31. What is the average age of the tablets (for example, Surface Pro, iPad, Kindle Fire) in your school?</p> <p>Ⓐ Up to 2 years old</p> <p>Ⓑ More than 2 years but less than 4 years old</p> <p>Ⓒ More than 4 years but less than 6 years old</p> <p>Ⓓ 6 years old or more</p> <p>Ⓔ I don't know.</p> <p>(2024)</p> | N/A       | D      | This and the related Items were dropped in favor of a more current and concise format for questions on                 |



| (2024)                                                                                         | <b>Issue: Technology Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                    | y use and student access to digital technology for learning. |                                                    |                                                   |                                                                                                |                       |                       |                       |                                                                      |                       |                       |                       |                                                                                |                       |                       |                       |                                                         |                       |                       |                       |   |                                                                                                                                                  |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|---------------------------------------------------------|-----------------------|-----------------------|-----------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------|
| N/A                                                                                            | <p>21. This school year, which of the following types of educational content are available to students?</p> <p>Select one answer choice on each row.</p> <table> <tr> <th></th><th>This type of content is available to all students</th><th>This type of content is available to some students</th><th>This type of content is not available to students</th></tr> <tr> <td> <small>VE00620</small><br/>           a. Languages other than English (e.g., Spanish, French, or Mandarin)         </td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td> <small>VE00621</small><br/>           b. Music (e.g., choir, band, or orchestra)         </td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td> <small>VE00622</small><br/>           c. Art (e.g., drawing, painting, or performance art)         </td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td> <small>VE00623</small><br/>           d. STEM or Technology Special         </td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </table> |                                                    | 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 | <small>VE00620</small><br>a. Languages other than English (e.g., Spanish, French, or Mandarin) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <small>VE00621</small><br>b. Music (e.g., choir, band, or orchestra) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <small>VE00622</small><br>c. Art (e.g., drawing, painting, or performance art) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <small>VE00623</small><br>d. STEM or Technology Special | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | A | This Item was developed to measure students' learning environments and access to educational content focused on languages, music, art, and STEM. |
|                                                                                                | 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            |                                                    |                                                   |                                                                                                |                       |                       |                       |                                                                      |                       |                       |                       |                                                                                |                       |                       |                       |                                                         |                       |                       |                       |   |                                                                                                                                                  |
| <small>VE00620</small><br>a. Languages other than English (e.g., Spanish, French, or Mandarin) | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                              | <input type="radio"/>                                        |                                                    |                                                   |                                                                                                |                       |                       |                       |                                                                      |                       |                       |                       |                                                                                |                       |                       |                       |                                                         |                       |                       |                       |   |                                                                                                                                                  |
| <small>VE00621</small><br>b. Music (e.g., choir, band, or orchestra)                           | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                              | <input type="radio"/>                                        |                                                    |                                                   |                                                                                                |                       |                       |                       |                                                                      |                       |                       |                       |                                                                                |                       |                       |                       |                                                         |                       |                       |                       |   |                                                                                                                                                  |
| <small>VE00622</small><br>c. Art (e.g., drawing, painting, or performance art)                 | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                              | <input type="radio"/>                                        |                                                    |                                                   |                                                                                                |                       |                       |                       |                                                                      |                       |                       |                       |                                                                                |                       |                       |                       |                                                         |                       |                       |                       |   |                                                                                                                                                  |
| <small>VE00623</small><br>d. STEM or Technology Special                                        | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                              | <input type="radio"/>                                        |                                                    |                                                   |                                                                                                |                       |                       |                       |                                                                      |                       |                       |                       |                                                                                |                       |                       |                       |                                                         |                       |                       |                       |   |                                                                                                                                                  |
| (2024)                                                                                         | <b>Issue: School Climate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                    |                                                              |                                                    |                                                   |                                                                                                |                       |                       |                       |                                                                      |                       |                       |                       |                                                                                |                       |                       |                       |                                                         |                       |                       |                       |   |                                                                                                                                                  |

## Appendix J3-4: Operational Grade 8 (Core)

VH240382

1. What grades are taught in your school?

Select one or more answer choices.

- ☐ 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 one or more answer choices.

- ☐ 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

VH253912

3. What is the current enrollment in your school?

4. Of the students currently enrolled in your school, what percentage has been identified as English learners?

VH240208

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

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

VH240215

- ☐ A Yes
- ☐ B No

6. How does the school operate the program?

VH240216

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

7. 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?

VH240218

- ☐ 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%

8. 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.)

VH240219

- ☐ 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.

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

VH241920

Select one answer choice on each row.

|                                                                                         | None                    | 1–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | 76–90%                  | Over 90%                |
|-----------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VH241931<br>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 |
| VH241922<br>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 |
| VH241924<br>c. English as an Additional 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 |
| VH241925<br>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 |

10. Does your school have one-to-one availability of laptop computers, tablets, or Chromebooks?

VR586391

- ☐ A Yes
- ☐ B No

11. Does your school provide students with laptop computers, tablets, or Chromebooks that they can take home?

VR586392

- ☐ A Yes, the school provides devices for all students to take home.
- ☐ B Yes, the school provides devices for some students to take home.
- ☐ C No, students must provide their own devices.

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

VH617371

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

13. Approximately what percentage of students in your school have parents or guardians who do each of the following activities?

VH241938

Select one answer choice on each row.

|                                                                                                                                                        | Not applicable        | 0–10%                 | 11–25%                | 26–50%                | Over 50%              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| VH241940<br>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"/> |
| VH241939<br>b. Attend teacher–parent conferences                                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. For all teacher counts entered in this item:

VH253959

*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

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

VH240212

- ☐ 0–2%
- ☐ 3–5%
- ☐ 6–10%
- ☐ More than 10%



16. How much does each of the following statements describe the teachers at your school this year?

VR586396

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 |
|-----------------------------------------------------------------------|-------------------------------------------|---------------------------------------------|--------------------------------------------|----------------------------------------|
| VR586422<br>a. Teachers care about the students.                      | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586423<br>b. Students feel comfortable talking with their teachers. | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586424<br>c. Teachers expect students to do well.                   | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586425<br>d. Teachers are available when students need them.        | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586427<br>e. Teachers notice if students need help.                 | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586428<br>f. Teachers treat all students respectfully.              | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |

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

VH240209

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

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

VH240210

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

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

VR760968

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

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

VH240214

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

21. This school year, which of the following types of educational content are available to students?

VR586397

Select one answer choice on 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 |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------|---------------------------------------------------|
| <small>VR586429</small><br>a. Languages other than English (e.g., Spanish, French, or Mandarin) | <input type="radio"/> Ⓐ                           | <input type="radio"/> Ⓑ                            | <input type="radio"/> Ⓒ                           |
| <small>VR586430</small><br>b. Music (e.g., choir, band, or orchestra)                           | <input type="radio"/> Ⓐ                           | <input type="radio"/> Ⓑ                            | <input type="radio"/> Ⓒ                           |
| <small>VR586431</small><br>c. Art (e.g., drawing, painting, or performance art)                 | <input type="radio"/> Ⓐ                           | <input type="radio"/> Ⓑ                            | <input type="radio"/> Ⓒ                           |
| <small>VR595981</small><br>d. STEM or Technology Special                                        | <input type="radio"/> Ⓐ                           | <input type="radio"/> Ⓑ                            | <input type="radio"/> Ⓒ                           |

## Appendix J3-5: Summary of Changes Operational Grade 4 (Mathematics)

| 2026 Operational Grade 4 Mathematics School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |              |                 |                                    |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |                       | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |              | D/<br>A/R+      | Rationale                          |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
| <div>VID4006</div> <div>4. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?</div> <div><div><div><input type="radio"/></div> Yes, available full-time to fourth-grade teachers</div><div><input type="radio"/></div> Yes, available part-time to fourth-grade teachers</div> <div><input type="radio"/></div> No <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                       | <div>VID5409</div> <div>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?</div> <div><div><div><input type="radio"/></div> Yes, available full-time to fourth-grade teachers</div><div><input type="radio"/></div> Yes, available part-time to fourth-grade teachers</div> <div><input type="radio"/></div> No <div>Issue: Teacher Factors</div> |                       |              | R               | This item was revised for clarity. |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
| <div>VID4015</div> <div>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.</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Provide support or assistance about mathematics content</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VID4016</td></tr><tr><td>b. Provide support or assistance about the teaching of mathematics to individual teachers</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VID4017</td></tr><tr><td>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VID4018</td></tr></table> <div>(2024)</div> |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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"/> | VID4016 | 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"/> | VID4017 | 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"/> | VID4018 | <div>VID6429</div> <div>7. To what extent is each of the following a responsibility of the additional math staff available to fourth-grade teachers at your school?</div> <div>Select one answer choice on each row.</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. Provide support/assistance with math content or the teaching of math to individual teachers</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Provide support/assistance in using math manipulatives and hands-on activities</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Conduct professional development about math or the teaching of math for groups of teachers</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Provide support/assistance with differentiated or group instruction</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: Instructional Organization and Strategies</div> |  |  |  | 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"/> | b. Provide support/assistance in using math manipulatives and hands-on activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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"/> | d. Provide support/assistance with differentiated or group instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem d was added to measure content aligned with the new Mathematics framework. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 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"/> | VID4016      |                 |                                    |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
| 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"/> | VID4017      |                 |                                    |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
| 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"/> | VID4018      |                 |                                    |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
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| 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"/> |              |                 |                                    |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
| b. Provide support/assistance in using math manipulatives and hands-on activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> |              |                 |                                    |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
| 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"/> |              |                 |                                    |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |
| d. Provide support/assistance with differentiated or group instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> |              |                 |                                    |  |                                                            |                       |                       |                       |                       |         |                                                                                           |                       |                       |                       |                       |         |                                                                                                             |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                        |                       |                       |                       |                       |   |                                                                                                                                                                                                                 |

| 2026 Operational Grade 4 Mathematics School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| <p>N/A</p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       | <p>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?</p> <p> <input type="radio"/> Yes, available full-time to fourth-grade students<br/> <input type="radio"/> Yes, available part-time to fourth-grade students<br/> <input type="radio"/> No                 </p> <p><b>Issue:</b> Mathematical Content and Practices</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |                       |                       |                       | A              | <p>This item was developed to measure content aligned with the new Mathematics framework.</p> |              |                 |                       |                                                                                             |                       |                       |                       |                       |                                                                                            |                       |                       |                       |                       |                                                   |                       |                       |                       |                       |                                                  |                       |                       |                       |                       |                       |                                                                                               |                |                       |                       |                       |                       |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |  |            |             |                 |                   |                |                     |  |                |                       |                       |                       |                       |                       |                       |           |                 |                       |                       |                       |                       |                       |                       |           |                |                       |                       |                       |                       |                       |                       |           |                |                       |                       |                       |                       |                       |                       |           |   |                                                                                                                              |
| <p>N/A</p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       | <p>5. To what extent is each of the following a responsibility of the additional math staff available to fourth-grade students at your school?<br/>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Small extent</th> <th>Moderate extent</th> <th>Large extent</th> </tr> </thead> <tbody> <tr> <td>a. Provide math course-related support, remediation, or intervention to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Provide math course-related support, remediation, or intervention to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Provide math enrichment to individual students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Provide math enrichment to groups of students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <p><b>Issue:</b> Instructional Organization and Strategies</p> |                       |                       |                       |                       |                | 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"/> | 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"/> | c. Provide math enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | d. Provide math enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | A                     | <p>This item was developed to measure content aligned with the new Mathematics framework.</p> |                |                       |                       |                       |                       |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |  |            |             |                 |                   |                |                     |  |                |                       |                       |                       |                       |                       |                       |           |                 |                       |                       |                       |                       |                       |                       |           |                |                       |                       |                       |                       |                       |                       |           |                |                       |                       |                       |                       |                       |                       |           |   |                                                                                                                              |
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| a. Provide math course-related support, remediation, or intervention to individual students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| b. Provide math course-related support, remediation, or intervention to groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| c. Provide math enrichment to individual students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| d. Provide math enrichment to groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| <p>6. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in algebraic concepts, such as patterns and writing number sentences? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not taught</th> <th>No emphasis</th> <th>Little emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th>Grade not in school</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Third grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YED-00054</td> </tr> <tr> <td>b. Fourth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YED-00055</td> </tr> <tr> <td>c. Fifth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YED-00056</td> </tr> <tr> <td>d. Sixth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YED-00057</td> </tr> </tbody> </table> |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 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"/> | YED-00054                                                                                  | b. Fourth grade       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                             | <input type="radio"/> | <input type="radio"/> | YED-00055             | c. Fifth grade        | <input type="radio"/>                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | YED-00056                                                                                     | d. Sixth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | YED-00057 | <p>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 answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not taught</th> <th>No emphasis</th> <th>Little emphasis</th> <th>Moderate emphasis</th> <th>Heavy emphasis</th> <th>Grade not in school</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Third grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YED-00058</td> </tr> <tr> <td>b. Fourth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YED-00059</td> </tr> <tr> <td>c. Fifth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YED-00060</td> </tr> <tr> <td>d. Sixth grade</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>YED-00061</td> </tr> </tbody> </table> <p><b>Issue:</b> Mathematical Content and Practices</p> |  |  |  |  |  | Not taught | No emphasis | Little emphasis | Moderate emphasis | Heavy emphasis | Grade not in school |  | a. Third grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | YED-00058 | b. Fourth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | YED-00059 | c. Fifth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | YED-00060 | d. Sixth grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | YED-00061 | R | <p>For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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Third grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| b. Fourth grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| c. 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| d. 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| a. 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| b. 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| c. 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| d. 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|  |  |  | Items.<br>This item<br>was<br>revised for<br>clarity. |
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| 2026 Operational Grade 4 Mathematics School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                       |                       |                       |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       | 2026 Item             |                       |                       | D/<br>A/R+      | Rationale    |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| <div>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.</div> <div><table><tr><td></td><td>Not at all</td><td>Small extent</td><td>Moderate extent</td><td>Large extent</td><td></td></tr><tr><td>a. District assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIC4001</td></tr><tr><td>b. State assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIC4001</td></tr><tr><td>c. School assessments (e.g., quizzes or tests created by teachers)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIC4001</td></tr></table></div> <div>(2024)</div>                   |                       |                       | Not at all            | Small extent          | Moderate extent | Large extent |  | a. District assessments                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001 | b. State assessments                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001 | <div>9. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments?<br/>Select one answer choice on each row.</div> <div><table><tr><td></td><td>Not at all</td><td>Small extent</td><td>Moderate extent</td><td>Large extent</td></tr><tr><td>a. District assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. State assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. School assessments (e.g., quizzes or tests created by teachers)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: N/A</div>                                    |  |  |  | Not at all | Small extent | Moderate extent | Large extent | a. District assessments                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. State assessments                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items.                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Not at all            | Small extent          | Moderate extent       | Large extent          |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| a. District assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001         |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| b. State assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001         |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| c. School assessments (e.g., quizzes or tests created by teachers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001         |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Not at all            | Small extent          | Moderate extent       | Large extent          |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| a. District assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| b. State assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| c. School assessments (e.g., quizzes or tests created by teachers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| <div>7. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</div> <div><table><tr><td></td><td>Not at all</td><td>Small extent</td><td>Moderate extent</td><td>Large extent</td><td></td></tr><tr><td>a. District curriculum standards or curriculum guides</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIC4001</td></tr><tr><td>b. State curriculum standards or frameworks</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIC4001</td></tr><tr><td>c. In-school curriculum frameworks and standards for learning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIC4001</td></tr></table></div> <div>(2024)</div> |                       |                       | 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"/> | VIC4001 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001 | c. In-school curriculum frameworks and standards for learning      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001 | <div>10. To what extent is your school's mathematics program structured according to the following resources?<br/>Select one answer choice on each row.</div> <div><table><tr><td></td><td>Not at all</td><td>Small extent</td><td>Moderate extent</td><td>Large extent</td></tr><tr><td>a. District curriculum standards, curriculum guides, or pacing guides</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. State curriculum standards or frameworks</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. In-school curriculum frameworks and standards for learning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: N/A</div> |  |  |  | Not at all | Small extent | Moderate extent | Large extent | a. District curriculum standards, curriculum guides, or pacing guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. In-school curriculum frameworks and standards for learning      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem a was revised for |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 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"/> | VIC4001         |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| b. State curriculum standards or frameworks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001         |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| c. In-school curriculum frameworks and standards for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIC4001         |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Not at all            | Small extent          | Moderate extent       | Large extent          |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| a. District curriculum standards, curriculum guides, or pacing guides                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| b. State curriculum standards or frameworks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |
| c. In-school curriculum frameworks and standards for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |         |                                             |                       |                       |                       |                       |         |                                                                    |                       |                       |                       |                       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                        |

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| 2026 Operational Grade 4 Mathematics School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                       |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2026 Item             |                       |          | D/<br>A/R+ | Rationale                   |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| <div>9. In this school year, did your school offer any of the following activities? Select one circle in each row.</div> <div>V10T0624</div> <table><thead><tr><th></th><th>Yes</th><th>No</th><th></th></tr></thead><tbody><tr><td>a. Mathematics competitions</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V10T0627</td></tr><tr><td>b. Chess clubs</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V10T0628</td></tr><tr><td>c. Programming classes</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V10T0629</td></tr><tr><td>d. Mathematics clubs</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V10T0631</td></tr><tr><td>e. Teacher-led tutoring sessions in mathematics for groups of students</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V10T0643</td></tr><tr><td>f. Family mathematics night</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V10T0645</td></tr></tbody></table> <div>(2024)</div> |                       | Yes                   | No       |            | a. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | V10T0627 | b. Chess clubs | <input type="radio"/> | <input type="radio"/> | V10T0628 | c. Programming classes | <input type="radio"/> | <input type="radio"/> | V10T0629 | d. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | V10T0631 | e. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | V10T0643 | f. Family mathematics night | <input type="radio"/> | <input type="radio"/> | V10T0645 | <div>11. In this school year, did your school offer any of the following activities? Select one answer choice on each row.</div> <div>V10T0625</div> <table><thead><tr><th></th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>a. Mathematics competitions (e.g., school team competitions, state competitions, Math League, Math Counts, or Mathematical Olympiads)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Chess clubs</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Coding classes</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>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</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>f. Teacher-led tutoring sessions in mathematics for groups of students</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>g. Peer tutoring in mathematics</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>h. Math family nights where students and parents do mathematical activities together</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></tbody></table> <div>Issue: N/A</div> |  |  |  | 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"/> | b. Chess clubs | <input type="radio"/> | <input type="radio"/> | c. Coding classes | <input type="radio"/> | <input type="radio"/> | d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots) | <input type="radio"/> | <input type="radio"/> | 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"/> | f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | g. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | h. Math family nights where students and parents do mathematical activities together | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems a, c, and d were revised for clarity, and new subitems c and g were added to capture activities related with mathematics offered by schools. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Yes                   | No                    |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| a. Mathematics competitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | V10T0627 |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| b. Chess clubs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> | V10T0628 |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| c. Programming classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> | V10T0629 |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| d. Mathematics clubs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/> | V10T0631 |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| e. Teacher-led tutoring sessions in mathematics for groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> | V10T0643 |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| f. Family mathematics night                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | V10T0645 |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 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"/> |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| b. Chess clubs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| c. Coding classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="radio"/> | <input type="radio"/> |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| 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"/> |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| f. Teacher-led tutoring sessions in mathematics for groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| g. Peer tutoring in mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="radio"/> | <input type="radio"/> |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |
| h. Math family nights where students and parents do mathematical activities together                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/> |          |            |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                                    |

## Appendix J3-6: Operational Grade 4 (Mathematics)

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

VH270370

- ☐ A Yes  
☐ B No

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

VH270371

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

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

VH591761

Enter the number of teachers.

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?

VH854094

- ☐ A Yes, available full-time to fourth-grade students  
☐ B Yes, available part-time to fourth-grade students  
☐ C 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?

VH854252

Select one answer choice on each row.

|                                                                                                                        | Not at all              | Small extent            | Moderate extent         | Large extent            |
|------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH854255</small><br>a. Provide math 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 |
| <small>VH854258</small><br>b. Provide math 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 |
| <small>VH854259</small><br>c. Provide math enrichment to individual students                                           | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| <small>VH854260</small><br>d. Provide math enrichment to groups of students                                            | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

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?

VH854099

- ☐ A Yes, available full-time to fourth-grade teachers  
☐ B Yes, available part-time to fourth-grade teachers  
☐ C 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?

VH854270

Select one answer choice on each row.

|                                                                                                                           | Not at all              | Small extent            | Moderate extent         | Large extent            |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH854364</small><br>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 |
| <small>VH854365</small><br>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 |
| <small>VH854367</small><br>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 |
| <small>VH854368</small><br>d. Provide support/assistance with differentiated or group instruction                         | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |



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?

VH811912

Select one answer choice on each row.

|                             | Not taught              | No emphasis             | Little emphasis         | Moderate emphasis       | Heavy emphasis          | Grade not in school     |
|-----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VH811917<br>a. Third grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| VH811918<br>b. Fourth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| VH811919<br>c. Fifth grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| VH811921<br>d. Sixth grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |

9. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments?

VH240931

Select one answer choice on each row.

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

10. To what extent is your school's mathematics program structured according to the following resources?

VH240919

Select one answer choice on each row.

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

11. In this school year, did your school offer any of the following activities?

VR587441

Select one answer choice on each row.

|                                                                                                                                                                                          | Yes                   | No                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| VR587457<br>a. Mathematics competitions (e.g., school team competitions, state competitions, Math League, Math Counts, or Mathematical Olympiads)                                        | <input type="radio"/> | <input type="radio"/> |
| VR736860<br>b. Chess clubs                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> |
| VR587459<br>c. Coding classes                                                                                                                                                            | <input type="radio"/> | <input type="radio"/> |
| VR587456<br>d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)                                                                                 | <input type="radio"/> | <input type="radio"/> |
| VR587460<br>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"/> |
| VR736863<br>f. Teacher-led tutoring sessions in mathematics for groups of students                                                                                                       | <input type="radio"/> | <input type="radio"/> |
| VR736864<br>g. Peer tutoring in mathematics                                                                                                                                              | <input type="radio"/> | <input type="radio"/> |
| VR596979<br>h. Math family nights where students and parents do mathematical activities together                                                                                         | <input type="radio"/> | <input type="radio"/> |

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

| 2026 Operational Grade 8 Mathematics School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |                       |               |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|---------------|-----------|--|------------------------------------------------------------------------------|-----------------------|-----------------------|-----------|------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|----|------------------------------------------------------------------------------|-----------------------|-----------------------|------------------------------------------------------------------------------------------------|-----------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|---|------------------------------------------------------------------------------------------------------------------------------|
| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       | 2026 Item             | D/<br>A/R+    | Rationale |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| <div>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.</div> <div><table><tr><th></th><th>Yes</th><th>No</th><th></th></tr><tr><td>a. There are students in my school who take high school mathematics classes.</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VI0278640</td></tr><tr><td>b. My school provides credit for students who take high school or college mathematics classes.</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VI0278641</td></tr><tr><td>c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VI0278643</td></tr><tr><td>d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VI0278644</td></tr></table></div> <div>(2024)</div> |                       |                       | Yes           | No        |  | a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | VI0278640 | b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | VI0278641 | 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"/> | VI0278643 | 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"/> | VI0278644 | <div>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 answer choice on each row.</div> <div><table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>a. There are students in my school who take high school mathematics classes.</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. My school provides credit for students who take high school or college mathematics classes.</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Students at my school who take high school mathematics classes also take the same tests as high school students taking the same course.</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. There are algebra classes offered in my school that are equivalent to algebra classes offered at the high schools in my district.</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: N/A</div> |  | Yes | No | a. There are students in my school who take high school mathematics classes. | <input type="radio"/> | <input type="radio"/> | b. My school provides credit for students who take high school or college mathematics classes. | <input type="radio"/> | <input type="radio"/> | 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"/> | 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"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Yes                   | No                    |               |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| a. There are students in my school who take high school mathematics classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | <input type="radio"/> | VI0278640     |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| b. My school provides credit for students who take high school or college mathematics classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/> | VI0278641     |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| 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"/> | VI0278643     |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| 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"/> | VI0278644     |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Yes                   | No                    |               |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| a. There are students in my school who take high school mathematics classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | <input type="radio"/> |               |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| b. My school provides credit for students who take high school or college mathematics classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/> |               |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| 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"/> |               |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
| 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"/> |               |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       | R                     | This item was |           |  |                                                                              |                       |                       |           |                                                                                                |                       |                       |           |                                                                                                                                            |                       |                       |           |                                                                                                                                      |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |    |                                                                              |                       |                       |                                                                                                |                       |                       |                                                                                                                                            |                       |                       |                                                                                                                                      |                       |                       |   |                                                                                                                              |

| <p>5. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p>(2024)</p> | <p>VIC0077</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>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?</p> <p><input type="radio"/> Yes, available full-time to eighth-grade teachers</p> <p><input type="radio"/> Yes, available part-time to eighth-grade teachers</p> <p><input type="radio"/> No</p> <p>(2024)</p> | <p>VIB0402</p>        | <p>revised for clarity.</p> |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                                |                       |                       |                       |                       |                |          |                                                                                               |
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| <p>N/A</p> <p>(2024)</p>                                                                                                                                                                                                                                                                                                   | <p>8. To what extent is each of the following a responsibility of the additional math staff available to eighth-grade teachers at your school?</p> <p>Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr> </thead> <tbody> <tr> <td>a. Provide support/assistance with math content or the teaching of math to individual teachers</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td>b. Provide support/assistance in using math manipulatives and hands-on activities</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td>c. Conduct professional development about math or the teaching of math for groups of teachers</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr> <td>d. Analyze assessment data to inform strategies and next steps for instruction</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </tbody> </table> <p>(2024)</p> |                                                                                                                                                                                                                                                                                                                                                                                                              | 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"/> | b. Provide support/assistance in using math manipulatives and hands-on activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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"/> | d. Analyze assessment data to inform strategies and next steps for instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>VIB0475</p> | <p>A</p> | <p>This item was developed to measure content aligned with the new Mathematics framework.</p> |
|                                                                                                                                                                                                                                                                                                                            | 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"/>       |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                                |                       |                       |                       |                       |                |          |                                                                                               |
| b. Provide support/assistance in using math manipulatives and hands-on activities                                                                                                                                                                                                                                          | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/>       |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                                |                       |                       |                       |                       |                |          |                                                                                               |
| 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"/>       |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                                |                       |                       |                       |                       |                |          |                                                                                               |
| d. Analyze assessment data to inform strategies and next steps for instruction                                                                                                                                                                                                                                             | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/>       |                 |              |                                                                                                |                       |                       |                       |                       |                                                                                   |                       |                       |                       |                       |                                                                                               |                       |                       |                       |                       |                                                                                |                       |                       |                       |                       |                |          |                                                                                               |

| 2026 Operational Grade 8 Mathematics School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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                                                                                         | 2026 Item | D/<br>A/R+ | Rationale |
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| (2024)                                                                                      | <div>6. To what extent is each of the following a responsibility of the additional math staff available to eighth-grade students at your school?<br/>Select one answer choice on each row.</div> <table><thead><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr></thead><tbody><tr><td>a. Provide math course-related support, remediation, or intervention to individual students</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td></tr><tr><td>b. Provide math course-related support, remediation, or intervention to groups of students</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td></tr><tr><td>c. Provide math enrichment to individual students</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td></tr><tr><td>d. Provide math enrichment to groups of students</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>Ⓓ</td></tr></tbody></table> <div>Issue: Instructional Organization and Strategies</div> |              | Not at all                                                                             | Small extent | Moderate extent | Large extent | a. Provide math course-related support, remediation, or intervention to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | b. Provide math course-related support, remediation, or intervention to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | c. Provide math enrichment to individual students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | d. Provide math enrichment to groups of students | Ⓐ | Ⓑ | Ⓒ | Ⓓ |  | measure content aligned with the new Mathematics framework. |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------|--------------|-----------------|--------------|---------------------------------------------------------------------------------------------|---|---|---|---|--------------------------------------------------------------------------------------------|---|---|---|---|---------------------------------------------------|---|---|---|---|--------------------------------------------------|---|---|---|---|--|-------------------------------------------------------------|
|                                                                                             | Not at all                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Small extent | Moderate extent                                                                        | Large extent |                 |              |                                                                                             |   |   |   |   |                                                                                            |   |   |   |   |                                                   |   |   |   |   |                                                  |   |   |   |   |  |                                                             |
| a. Provide math course-related support, remediation, or intervention to individual students | Ⓐ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ⓑ            | Ⓒ                                                                                      | Ⓓ            |                 |              |                                                                                             |   |   |   |   |                                                                                            |   |   |   |   |                                                   |   |   |   |   |                                                  |   |   |   |   |  |                                                             |
| b. Provide math course-related support, remediation, or intervention to groups of students  | Ⓐ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ⓑ            | Ⓒ                                                                                      | Ⓓ            |                 |              |                                                                                             |   |   |   |   |                                                                                            |   |   |   |   |                                                   |   |   |   |   |                                                  |   |   |   |   |  |                                                             |
| c. Provide math enrichment to individual students                                           | Ⓐ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ⓑ            | Ⓒ                                                                                      | Ⓓ            |                 |              |                                                                                             |   |   |   |   |                                                                                            |   |   |   |   |                                                   |   |   |   |   |                                                  |   |   |   |   |  |                                                             |
| d. Provide math enrichment to groups of students                                            | Ⓐ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ⓑ            | Ⓒ                                                                                      | Ⓓ            |                 |              |                                                                                             |   |   |   |   |                                                                                            |   |   |   |   |                                                   |   |   |   |   |                                                  |   |   |   |   |  |                                                             |
| N/A<br><br>(2024)                                                                           | <div>9. In your school, are eighth-grade students typically grouped for mathematics instruction by their prior achievement in mathematics?</div> <div>Ⓐ Yes<br/>Ⓑ No</div> <div>Issue: Instructional Organization and Strategies</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | A            | This item was developed to measure content aligned with the new Mathematics framework. |              |                 |              |                                                                                             |   |   |   |   |                                                                                            |   |   |   |   |                                                   |   |   |   |   |                                                  |   |   |   |   |  |                                                             |

| 2026 Operational Grade 8 Mathematics School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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                                                            | 2026 Item | D/<br>A/R+ | Rationale |  |
| N/A<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><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|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------|--------------|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------------------------------------------|
| N/A                      | <div>11. In your school, to what extent are the following criteria being used to evaluate the placement of eighth-grade students in mathematics classes?</div> <div>Select one answer choice on each row.</div> <table><tr><td></td><td>Not at all</td><td>Small extent</td><td>Moderate extent</td><td>Large extent</td></tr><tr><td>a. Grades</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Study habits</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Behavior in the class</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> |                       | Not at all            | Small extent          | Moderate extent | Large extent | a. Grades | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. Study habits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. Behavior in the class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | developed to measure content aligned with the new Mathematics framework. |
|                          | Not at all                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Small extent          | Moderate extent       | Large extent          |                 |              |           |                       |                       |                       |                       |                 |                       |                       |                       |                       |                          |                       |                       |                       |                       |                                                                          |
| a. Grades                | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |           |                       |                       |                       |                       |                 |                       |                       |                       |                       |                          |                       |                       |                       |                       |                                                                          |
| b. Study habits          | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |           |                       |                       |                       |                       |                 |                       |                       |                       |                       |                          |                       |                       |                       |                       |                                                                          |
| c. Behavior in the class | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |           |                       |                       |                       |                       |                 |                       |                       |                       |                       |                          |                       |                       |                       |                       |                                                                          |
| (2024)                   | <div>Issue: Instructional Organization and Strategies</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |                       |                       |                 |              |           |                       |                       |                       |                       |                 |                       |                       |                       |                       |                          |                       |                       |                       |                       |                                                                          |

## 2026 Operational Grade 8 Mathematics School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2026 Item             | D/<br>A/R+            | Rationale             |                       |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|--|-------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------|--------------|-----------------|--------------|-----------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>6. To what extent is your school's mathematics program structured according to the following resources? Select one circle in each row.</div> <div>V1E14001</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. District curriculum standards or curriculum guides</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E14001</td></tr><tr><td>b. State curriculum standards or frameworks</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E14002</td></tr><tr><td>c. In-school curriculum frameworks and standards for learning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E14003</td></tr></table> <div>(2024)</div> |                       | 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"/> | V1E14001 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14002 | c. In-school curriculum frameworks and standards for learning      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14003 | <div>12. To what extent is your school's mathematics program structured according to the following resources? Select one answer choice on each row.</div> <div>V1E14009</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. District curriculum standards, curriculum guides, or pacing guides</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. State curriculum standards or frameworks</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. In-school curriculum frameworks and standards for learning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: N/A</div> |  | Not at all | Small extent | Moderate extent | Large extent | a. District curriculum standards, curriculum guides, or pacing guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. In-school curriculum frameworks and standards for learning      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem a was revised for clarity. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 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"/> | V1E14001     |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| b. State curriculum standards or frameworks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14002     |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| c. In-school curriculum frameworks and standards for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14003     |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Not at all            | Small extent          | Moderate extent       | Large extent          |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| a. District curriculum standards, curriculum guides, or pacing guides                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| b. State curriculum standards or frameworks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| c. In-school curriculum frameworks and standards for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| <div>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.</div> <div>V1E14007</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. District assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E14007</td></tr><tr><td>b. State assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E14007</td></tr><tr><td>c. School assessments (e.g., quizzes or tests created by teachers)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E14009</td></tr></table> <div>(2024)</div>                   |                       | Not at all            | Small extent          | Moderate extent       | Large extent |  | a. District assessments                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14007 | b. State assessments                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14007 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14009 | <div>13. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Select one answer choice on each row.</div> <div>V1E14010</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. District assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. State assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. School assessments (e.g., quizzes or tests created by teachers)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: N/A</div>                                   |  | Not at all | Small extent | Moderate extent | Large extent | a. District assessments                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. State assessments                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items.                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Not at all            | Small extent          | Moderate extent       | Large extent          |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| a. District assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14007     |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| b. State assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14007     |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| c. School assessments (e.g., quizzes or tests created by teachers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1E14009     |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Not at all            | Small extent          | Moderate extent       | Large extent          |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| a. District assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| b. State assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |
| c. School assessments (e.g., quizzes or tests created by teachers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                    |                       |                       |                       |                       |   |                                                                                                                                                                 |

## 2026 Operational Grade 8 Mathematics School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2026 Item             | D/<br>A/R+            | Rationale |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
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| <div><div>8. In this school year, did your school offer any of the following activities? Select one circle in each row.</div><div><div>V1E27653</div><table><tr><td></td><td>Yes</td><td>No</td><td></td></tr><tr><td>a. Mathematics competitions</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E27667</td></tr><tr><td>b. Chess clubs</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E27668</td></tr><tr><td>c. Programming classes</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E27669</td></tr><tr><td>d. Mathematics clubs</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E27641</td></tr><tr><td>e. Teacher-led tutoring sessions in mathematics for groups of students</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E27642</td></tr><tr><td>f. Family mathematics night</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1E27643</td></tr></table></div></div> <div>(2024)</div> |                       | Yes                   | No        |  | a. Mathematics competitions | <input type="radio"/> | <input type="radio"/> | V1E27667 | b. Chess clubs | <input type="radio"/> | <input type="radio"/> | V1E27668 | c. Programming classes | <input type="radio"/> | <input type="radio"/> | V1E27669 | d. Mathematics clubs | <input type="radio"/> | <input type="radio"/> | V1E27641 | e. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | V1E27642 | f. Family mathematics night | <input type="radio"/> | <input type="radio"/> | V1E27643 | <div><div>14. In this school year, did your school offer any of the following activities? Select one answer choice on each row.</div><div><div>V1E27646</div><table><tr><td></td><td>Yes</td><td>No</td></tr><tr><td>a. Mathematics competitions (e.g., school team competitions, state competitions, Math League, Math Counts, or Mathematical Olympiads)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Chess clubs</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Coding classes</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>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</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>f. Teacher-led tutoring sessions in mathematics for groups of students</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>g. Peer tutoring in mathematics</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>h. Math family nights where students and parents do mathematical activities together</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div></div> <div>Issue: N/A</div> |  | 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"/> | b. Chess clubs | <input type="radio"/> | <input type="radio"/> | c. Coding classes | <input type="radio"/> | <input type="radio"/> | d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots) | <input type="radio"/> | <input type="radio"/> | 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"/> | f. Teacher-led tutoring sessions in mathematics for groups of students | <input type="radio"/> | <input type="radio"/> | g. Peer tutoring in mathematics | <input type="radio"/> | <input type="radio"/> | h. Math family nights where students and parents do mathematical activities together | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems a, c, and d were revised for clarity, new Subitems c and g were added to capture activities related to mathematics offered by schools. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Yes                   | No                    |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| a. Mathematics competitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/> | V1E27667  |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| b. Chess clubs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | V1E27668  |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| c. Programming classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> | V1E27669  |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| d. Mathematics clubs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> | V1E27641  |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| e. Teacher-led tutoring sessions in mathematics for groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> | V1E27642  |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| f. Family mathematics night                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/> | V1E27643  |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 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"/> |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| b. Chess clubs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| c. Coding classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/> |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| 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"/> |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| f. Teacher-led tutoring sessions in mathematics for groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| g. Peer tutoring in mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> | <input type="radio"/> |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |
| h. Math family nights where students and parents do mathematical activities together                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> |           |  |                             |                       |                       |          |                |                       |                       |          |                        |                       |                       |          |                      |                       |                       |          |                                                                        |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                                                                                                                                       |                       |                       |                |                       |                       |                   |                       |                       |                                                                                              |                       |                       |                                                                                                                                                                              |                       |                       |                                                                        |                       |                       |                                 |                       |                       |                                                                                      |                       |                       |   |                                                                                                                                                                                                                                                                              |

## Appendix J3-8: Operational Grade 8 (Mathematics)

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

VH591775

- ☐ A 0–10%
- ☐ B 11–20%
- ☐ C 21–30%
- ☐ D 31–40%
- ☐ E 41–50%
- ☐ F More than 50%

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?

VH811923

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

VH270659

Select one answer choice on each row.

|                                                                                                                                                                       | Yes                     | No                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|
| <small>VH270660</small><br>a. There are students in my school who take high school mathematics classes.                                                               | <input type="radio"/> A | <input type="radio"/> B |
| <small>VH270661</small><br>b. My school provides credit for students who take high school or college mathematics classes.                                             | <input type="radio"/> A | <input type="radio"/> B |
| <small>VH270663</small><br>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"/> A | <input type="radio"/> B |
| <small>VH270664</small><br>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"/> A | <input type="radio"/> B |



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 answer choice on each row.

|                                                                                                                        | Not at all | Small extent | Moderate extent | Large extent |
|------------------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|
| <small>VH854265</small><br>a. Provide math course-related support, remediation, or intervention to individual students | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH854266</small><br>b. Provide math course-related support, remediation, or intervention to groups of students  | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH854267</small><br>c. Provide math enrichment to individual students                                           | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH854268</small><br>d. Provide math enrichment to groups of students                                            | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |

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 answer choice on each row.

|                                                                                                                           | Not at all              | Small extent            | Moderate extent         | Large extent            |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH854372</small><br>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 |
| <small>VH854373</small><br>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 |
| <small>VH854374</small><br>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 |
| <small>VH854375</small><br>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 |

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 answer choice on each row.

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

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

VR587454

Select one answer choice on each row.

|                                      | Not at all              | Small extent            | Moderate extent         | Large extent            |
|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Grades<br>VR587470                | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| b. Study habits<br>VR587471          | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| c. Behavior in the class<br>VR587472 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

12. To what extent is your school's mathematics program structured according to the following resources?

VH240919

Select one answer choice on each row.

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

13. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments?

VH240967

Select one answer choice on each row.

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

14. In this school year, did your school offer any of the following activities?

VR587441

Select one answer choice on each row.

|                                                                                                                                                                                          | Yes                   | No                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| VR587457<br>a. Mathematics competitions (e.g., school team competitions, state competitions, Math League, Math Counts, or Mathematical Olympiads)                                        | <input type="radio"/> | <input type="radio"/> |
| VR736860<br>b. Chess clubs                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> |
| VR587459<br>c. Coding classes                                                                                                                                                            | <input type="radio"/> | <input type="radio"/> |
| VR587456<br>d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)                                                                                 | <input type="radio"/> | <input type="radio"/> |
| VR587460<br>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"/> |
| VR736863<br>f. Teacher-led tutoring sessions in mathematics for groups of students                                                                                                       | <input type="radio"/> | <input type="radio"/> |
| VR736864<br>g. Peer tutoring in mathematics                                                                                                                                              | <input type="radio"/> | <input type="radio"/> |
| VR596979<br>h. Math family nights where students and parents do mathematical activities together                                                                                         | <input type="radio"/> | <input type="radio"/> |

## Appendix J3-9: Summary of Changes Operational Grade 4 (Reading)

| 2026 Operational Grade 4 Reading School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        |                                                                                                   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                    |                        |                        |                        |  |                                                                                                                                    |                        |                        |                        |                        |  |                                                   |                        |                        |                        |                        |  |   |                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|-----------------|------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|-----------|----------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|------------|--------------|-----------------|--------------|--|--------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|--|-------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|--|--------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|--|-------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|--|---------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|--|------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|--|---------------------------------------------------|------------------------|------------------------|------------------------|------------------------|--|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                        | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                        |                        | D/<br>A/R+      | Rationale                          |  |                                                                                                                                            |                        |                        |                        |                        |           |                                                                      |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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                    |                        |                        |                        |  |                                                                                                                                    |                        |                        |                        |                        |  |                                                   |                        |                        |                        |                        |  |   |                                                                                                                                                                                                                                                     |
| <div>VID4003</div> <div>1. Is there a reading specialist available (full- or part-time) to fourth-grade students at your school?</div> <div><div><div><div></div></div></div><div>Yes, available full-time to fourth-grade students</div><div><div><div></div></div></div><div>Yes, available part-time to fourth-grade students</div><div><div><div></div></div></div><div>No</div></div> <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        | <div>Y1813024</div> <div>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?</div> <div><div><div><div></div></div></div><div>Yes, available full-time to fourth-grade students</div><div><div><div></div></div></div><div>Yes, available part-time to fourth-grade students</div><div><div><div></div></div></div><div>No</div></div> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |                        |                        | R               | This item was revised for clarity. |  |                                                                                                                                            |                        |                        |                        |                        |           |                                                                      |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |            |              |                 |              |  |                                                                                                              |                        |                        |                        |                        |  |                                                                                                             |                        |                        |                        |                        |  |                                                                    |                        |                        |                        |                        |  |                                                                   |                        |                        |                        |                        |  |                                                         |                        |                        |                        |                        |  |                                                                                                                                    |                        |                        |                        |                        |  |                                                   |                        |                        |                        |                        |  |   |                                                                                                                                                                                                                                                     |
| <div>VID4052</div> <div>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.</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td>Y18143244</td></tr><tr><td>b. Provide one-on-one help to students at various achievement levels</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td>Y12159035</td></tr></table> <div>(2024)</div> |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 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) | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | Y18143244 | b. Provide one-on-one help to students at various achievement levels | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | Y12159035 | <div>Y1813027</div> <div>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 answer choice on each row.</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Provide English/language arts course-related support, remediation, or intervention to individual students</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td></td></tr><tr><td>b. Provide English/language arts course-related support, remediation, or intervention to groups of students</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td></td></tr><tr><td>c. Provide English/language arts enrichment to individual students</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td></td></tr><tr><td>d. Provide English/language arts enrichment to groups of students</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td></td></tr><tr><td>e. Provide instruction for gifted and talented students</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td></td></tr><tr><td>f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td></td></tr><tr><td>g. Provide instruction for English learners (ELs)</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td></td></tr></table> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |  |  |  | Not at all | Small extent | Moderate extent | Large extent |  | a. Provide English/language arts course-related support, remediation, or intervention to individual students | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |  | b. Provide English/language arts course-related support, remediation, or intervention to groups of students | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |  | c. Provide English/language arts enrichment to individual students | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |  | d. Provide English/language arts enrichment to groups of students | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |  | e. Provide instruction for gifted and talented students | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |  | f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |  | g. Provide instruction for English learners (ELs) | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |  | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. This item was also revised for clarity, and new subitems were developed to measure content in the new Reading framewor |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Not at all             | Small extent                                                                                      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| a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div><div></div></div> | <div><div></div></div>                                                                                 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| b. Provide one-on-one help to students at various achievement levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <div><div></div></div> | <div><div></div></div>                                                                                 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| a. Provide English/language arts course-related support, remediation, or intervention to individual students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div><div></div></div> | <div><div></div></div>                                                                                 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| b. Provide English/language arts course-related support, remediation, or intervention to groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <div><div></div></div> | <div><div></div></div>                                                                                 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| c. Provide English/language arts enrichment to individual students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <div><div></div></div> | <div><div></div></div>                                                                                 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| d. Provide English/language arts enrichment to groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <div><div></div></div> | <div><div></div></div>                                                                                 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| e. Provide instruction for gifted and talented students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <div><div></div></div> | <div><div></div></div>                                                                                 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| f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <div><div></div></div> | <div><div></div></div>                                                                                 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| g. Provide instruction for English learners (ELs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <div><div></div></div> | <div><div></div></div>                                                                                 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| 2026 Operational Grade 4 Reading School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        |                        |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                        |                        | D/<br>A/R+      | Rationale                          |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
| <div>3. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?</div> <div><div><div><div></div></div><div>Yes, available full-time to fourth-grade teachers</div></div><div><div><div></div></div><div>Yes, available part-time to fourth-grade teachers</div></div><div><div><div></div></div><div>No</div></div></div> <div>Y12-00547</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                        | <div>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?</div> <div><div><div><div></div></div><div>Yes, available full-time to fourth-grade teachers</div></div><div><div><div></div></div><div>Yes, available part-time to fourth-grade teachers</div></div><div><div><div></div></div><div>No</div></div></div> <div>Y12-00548</div> |                        |                        | R               | This item was revised for clarity. |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
| (2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                        | Issue: Teacher, Instructional, and Classroom Supports                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                        |                        |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
| <div>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.</div> <div><table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td>Y12-00547</td></tr><tr><td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td>Y12-00546</td></tr></table></div> <div>Y12-00545</div> |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 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 | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | Y12-00547 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | Y12-00546 | <div>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 answer choice on each row.</div> <div><table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/language arts</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td></tr><tr><td>b. Provide assistance/support to individual teachers about English/ language arts content or the teaching of English/language arts</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td></tr><tr><td>c. Provide assistance/support to individual or groups of teachers with testing and collecting data</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td></tr><tr><td>d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td></tr></table></div> <div>Y12-00549</div> |  |  |  | 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 | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | b. Provide assistance/support to individual teachers about English/ language arts content or the teaching of English/language arts | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | c. Provide assistance/support to individual or groups of teachers with testing and collecting data | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems c and d were developed to measure content in the new Reading framewor k. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div><div></div></div> | <div><div></div></div> | Y12-00547       |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div><div></div></div> | <div><div></div></div> | Y12-00546       |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div><div></div></div> | <div><div></div></div> |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
| b. Provide assistance/support to individual teachers about English/ language arts content or the teaching of English/language arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div><div></div></div> | <div><div></div></div> |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
| c. Provide assistance/support to individual or groups of teachers with testing and collecting data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div><div></div></div> | <div><div></div></div> |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
| d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div><div></div></div> | <div><div></div></div> |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |
| (2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                        | Issue: Teacher, Instructional, and Classroom Supports                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                        |                        |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |           |                                                                                                                                         |                        |                        |                        |                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                                                                                          |                        |                        |                        |                        |                                                                                                                                    |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                                                                |

## 2026 Operational Grade 4 Reading School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2026 Item             | D/<br>A/R+            | Rationale |  |                                                               |                       |                       |          |                                            |                       |                       |          |                        |                       |                       |          |                                                                                               |                       |                       |          |                                                                                                   |                       |                       |          |                                                           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-------------------------------------------------------------|-----------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>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.</div> <div>VE135403</div> <table><tr><td></td><td>Yes</td><td>No</td><td></td></tr><tr><td>a. Special Education teachers (and related service providers)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE135403</td></tr><tr><td>b. Reading specialists or literacy coaches</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE135403</td></tr><tr><td>c. Speech pathologists</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE135404</td></tr><tr><td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE135405</td></tr><tr><td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE135406</td></tr><tr><td>f. Parent volunteers</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE135407</td></tr></table> <div>(2024)</div> |                       | Yes                   | No        |  | a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VE135403 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VE135403 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VE135404 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VE135405 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VE135406 | f. Parent volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> | VE135407 | <div>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)?</div> <div>Select one answer choice on each row.</div> <div>VE135404</div> <table><tr><td></td><td>Yes</td><td>No</td></tr><tr><td>a. Special education teachers (and related service providers)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Speech pathologists</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>f. Parent or community volunteers</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |                       | Yes                   | No                                                                                                      | a. Special education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/>  | b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches) | <input type="radio"/> | <input type="radio"/>                                                                                      | c. Speech pathologists | <input type="radio"/> | <input type="radio"/>             | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities                                                                     | <input type="radio"/> | <input type="radio"/> | f. Parent or community volunteers | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems b and f were revised for clarity. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Yes                   | No                    |           |  |                                                               |                       |                       |          |                                            |                       |                       |          |                        |                       |                       |          |                                                                                               |                       |                       |          |                                                                                                   |                       |                       |          |                                                           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| a. Special Education teachers (and related service providers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> | VE135403  |  |                                                               |                       |                       |          |                                            |                       |                       |          |                        |                       |                       |          |                                                                                               |                       |                       |          |                                                                                                   |                       |                       |          |                                                                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| b. Reading specialists or literacy coaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| c. Speech pathologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| f. Parent volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. Special education teachers (and related service providers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> |           |  |                                                               |                       |                       |          |                                            |                       |                       |          |                        |                       |                       |          |                                                                                               |                       |                       |          |                                                                                                   |                       |                       |          |                                                                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| c. Speech pathologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| f. Parent or community volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> |           |  |                                                               |                       |                       |          |                                            |                       |                       |          |                        |                       |                       |          |                                                                                               |                       |                       |          |                                                                                                   |                       |                       |          |                                                                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| <div>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.</div> <div>VE761079</div> <table><tr><td></td><td>Yes</td><td>No</td><td></td></tr><tr><td>a. Certified EL/bilingual education teachers</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE761080</td></tr><tr><td>b. Reading specialists or literacy coaches</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE761080</td></tr><tr><td>c. Speech pathologists</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE761081</td></tr><tr><td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELs</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE761082</td></tr><tr><td>e. Parent volunteers</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE761083</td></tr></table> <div>(2024)</div>                                                                                                                                                                                                                                 |                       | Yes                   | No        |  | a. Certified EL/bilingual education teachers                  | <input type="radio"/> | <input type="radio"/> | VE761080 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VE761080 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VE761081 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELs       | <input type="radio"/> | <input type="radio"/> | VE761082 | e. Parent volunteers                                                                              | <input type="radio"/> | <input type="radio"/> | VE761083 | <div>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)?</div> <div>Select one answer choice on each row.</div> <div>VE761080</div> <table><tr><td></td><td>Yes</td><td>No</td></tr><tr><td>a. Certified EL or bilingual education teachers</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Speech pathologists</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Paraprofessionals or teacher aides who are trained to work with students who are English learners (ELs)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>e. Parent or community volunteers</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |                       | Yes                   | No       | a. Certified EL or bilingual education teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> | b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches) | <input type="radio"/>                                         | <input type="radio"/> | c. Speech pathologists | <input type="radio"/>                                                                                   | <input type="radio"/> | d. Paraprofessionals or teacher aides who are trained to work with students who are English learners (ELs) | <input type="radio"/>  | <input type="radio"/> | e. Parent or community volunteers | <input type="radio"/>                                                                         | <input type="radio"/> | R                     | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems a, b, d, and e were revised for |                       |                       |                                   |                       |                       |   |                                                                                                                                                                         |
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Certified EL/bilingual education teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| b. Reading specialists or literacy coaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| c. Speech pathologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Paraprofessionals or teacher aides who are trained to work with students who are ELs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| e. Parent volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. Certified EL or bilingual education teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| c. Speech pathologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Paraprofessionals or teacher aides who are trained to work with students who are English learners (ELs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| e. Parent or community volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| 2026 Operational Grade 4 Reading School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |                       |                       |                       |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       | 2026 Item             |                       |                       | D/<br>A/R+      | Rationale    |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| <div>9. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</div> <div>V12L8005</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. District curriculum standards or curriculum guides</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V12L8007</td></tr><tr><td>b. State curriculum standards or frameworks</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V12L8008</td></tr><tr><td>c. In-school curriculum frameworks and standards for learning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V12L8009</td></tr></table> <div>(2024)</div> |                       |                       | 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"/> | V12L8007 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8008 | c. In-school curriculum frameworks and standards for learning      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8009 | <div>7. To what extent is your school's English/language arts program structured according to the following resources? Select one answer choice on each row.</div> <div>V12L8005</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. District curriculum standards, curriculum guides, or pacing guides</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. State curriculum standards or frameworks</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. In-school curriculum frameworks and standards for learning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: Teacher, Instructional, and Classroom Supports</div>                                                                                                                                                                                                                                    |  |  |  | Not at all | Small extent | Moderate extent | Large extent | a. District curriculum standards, curriculum guides, or pacing guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. In-school curriculum frameworks and standards for learning             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R                                                                                                          | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem a was revised for clarity. |                       |                       |                       |   |                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 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"/> | V12L8007        |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| b. State curriculum standards or frameworks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8008        |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| c. In-school curriculum frameworks and standards for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8009        |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Not at all            | Small extent          | Moderate extent       | Large extent          |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| a. District curriculum standards, curriculum guides, or pacing guides                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| b. State curriculum standards or frameworks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| c. In-school curriculum frameworks and standards for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| <div>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.</div> <div>V12L8006</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. District assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V12L8009</td></tr><tr><td>b. State assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V12L8008</td></tr><tr><td>c. School assessments (e.g., quizzes or tests created by teachers)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V12L8007</td></tr></table> <div>(2024)</div>                   |                       |                       | Not at all            | Small extent          | Moderate extent | Large extent |  | a. District assessments                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8009 | b. State assessments                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8008 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8007 | <div>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 answer choice on each row.</div> <div>V12L8006</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. School or district assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. State assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Classroom-based tests developed by teachers in your school or district</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Classroom-based tests developed by educational assessment providers (e.g., Pearson, McGraw Hill, Wiley)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |  |  |  | Not at all | Small extent | Moderate extent | Large extent | a. School or district assessments                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. State assessments                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. Classroom-based tests developed by teachers in your school or district | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem d was developed |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Not at all            | Small extent          | Moderate extent       | Large extent          |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| a. District assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8009        |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| b. State assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8008        |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| c. School assessments (e.g., quizzes or tests created by teachers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V12L8007        |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Not at all            | Small extent          | Moderate extent       | Large extent          |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| a. School or district assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| b. State assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| c. Classroom-based tests developed by teachers in your school or district                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| 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"/> |                 |              |  |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |



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|  |  |  | to measure content in the new Reading framework. |
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| 2026 Operational Grade 4 Reading School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |                                                                                                                                                                                                                                                       |                       |                       |            |                                               |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       | 2026 Item                                                                                                                                                                                                                                             |                       |                       | D/<br>A/R+ | Rationale                                     |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
| <div>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.</div> <div><table><tr><td></td><td>Not at all</td><td>A little</td><td>Some</td><td>A lot</td><td></td></tr><tr><td>a. Teachers with a specialization in English/language arts</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIEW0108</td></tr><tr><td>b. Computer software for English/language arts instruction</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIEW0109</td></tr><tr><td>c. Library books</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIEW0110</td></tr></table></div> <div>(2024)</div> |                       |                                                                                                                                                                                                                                                       | 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"/> | VIEW0108 | b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIEW0109 | c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VIEW0110 | <div>9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select one answer choice on each row.</div> <div><table><tr><td></td><td>Not at all</td><td>A little</td><td>Some</td><td>A lot</td></tr><tr><td>a. Teachers with a specialization in English/language arts</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Computer software for English/ language arts instruction</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Library books</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Class sets of books (e.g., literature books)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |  |  |  | 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"/> | b. Computer software for English/ language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | d. Class sets of books (e.g., literature books) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem d was developed to measure content in the new Reading framework. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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"/> | VIEW0108   |                                               |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
| b. Computer software for English/language arts instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> | VIEW0109   |                                               |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
| c. Library books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> | VIEW0110   |                                               |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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"/> |            |                                               |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
| b. Computer software for English/ language arts instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> |            |                                               |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
| c. Library books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> |            |                                               |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
| d. Class sets of books (e.g., literature books)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> |            |                                               |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |
| N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       | <div>10. Does your school require classes to allocate time for students to read for enjoyment?</div> <div><input type="radio"/> Yes, all classes<br/><input type="radio"/> Yes, only English/language arts classes<br/><input type="radio"/> No</div> |                       |                       | A          | This item was developed to measure content in |  |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                       |

|        |                                         |  |                            |
|--------|-----------------------------------------|--|----------------------------|
| (2024) | <b>Issue:</b> Engagement and Motivation |  | the new Reading framework. |
|--------|-----------------------------------------|--|----------------------------|

## Appendix J3-10: Operational Grade 4 (Reading)

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?

VH813024

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

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?

VH813027

Select one answer choice on each row.

|                                                                                                                                                               | Not at all              | Small extent            | Moderate extent         | Large extent            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH813032</small><br>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 |
| <small>VH813033</small><br>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 |
| <small>VH813034</small><br>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 |
| <small>VH813035</small><br>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 |
| <small>VH813037</small><br>e. Provide instruction for gifted and talented students                                                                            | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| <small>VH813038</small><br>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 |
| <small>VR730221</small><br>g. Provide instruction for English learners (ELs)                                                                                  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

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?

VH813095

- ☐ 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 answer choice on each row.

|                                                                                                                                                                                 | Not at all              | Small extent            | Moderate extent         | Large extent            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH813098</small><br>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 |
| <small>VH813099</small><br>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 |
| <small>VH813100</small><br>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 |
| <small>VH813101</small><br>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 |

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 answer choice on each row.

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

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 answer choice on each row.

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

7. To what extent is your school's English/language arts program structured according to the following resources?

Select one answer choice on each row.

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

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 answer choice on each row.

|                                                                                                                        | Not at all            | Small extent          | Moderate extent       | Large extent          |
|------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| VR588488<br>a. School or district assessments                                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VR588487<br>b. State assessments                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VR588489<br>c. Classroom-based tests developed by teachers in your school or district                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VR597685<br>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"/> |

9. How much is your school's ability to provide instruction affected by a lack of the following resources?

VH260137

Select one answer choice on each row.

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

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

VR588472

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

## Appendix J3-11: Summary of Changes Operational Grade 8 (Reading)

| 2026 Operational Grade 8 Reading School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |                       |                                    |              |  |                                                                                                                                            |                       |                       |                       |                       |          |                                                                      |                       |                       |                       |                       |          |                             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  |                       |                       |          |                                                                                                                                    |                       |                       |                       |                       |          |                                                   |                       |                       |                       |                       |          |   |                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|------------------------------------|--------------|--|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|----------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------|--------------|-----------------|--------------|--|--------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|--------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|-------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|---------------------------------------------------------|-----------------------|----------------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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       | D/<br>A/R+            | Rationale                          |              |  |                                                                                                                                            |                       |                       |                       |                       |          |                                                                      |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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  |                       |                       |          |                                                                                                                                    |                       |                       |                       |                       |          |                                                   |                       |                       |                       |                       |          |   |                                                                                                                                                                                                                                                |
| <div>1. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?</div> <div><div><div><input type="radio"/></div>Yes, available full-time to eighth-grade students</div><div><input type="radio"/></div>Yes, available part-time to eighth-grade students</div> <div><input type="radio"/></div> No <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       | <div>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?</div> <div><div><div><input type="radio"/></div>Yes, available full-time to eighth-grade students</div><div><input type="radio"/></div>Yes, available part-time to eighth-grade students</div> <div><input type="radio"/></div> No <div><b>Issue:</b> Teacher, Instructional, and Classroom Supports</div> |                       | R                     | This Item was revised for clarity. |              |  |                                                                                                                                            |                       |                       |                       |                       |          |                                                                      |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |            |              |                 |              |  |                                                                                                              |                       |                       |                       |                       |          |                                                                                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                   |                       |                       |                       |                       |          |                                                         |                       |                       |                       |                       |          |                                                                                                                                    |                       |                       |                       |                       |          |                                                   |                       |                       |                       |                       |          |   |                                                                                                                                                                                                                                                |
| <div>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.</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1642871</td></tr><tr><td>b. Provide one-on-one help to students at various achievement levels</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1259963</td></tr></table> <div>(2024)</div> |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Not at all            | Small extent          | Moderate extent                    | Large extent |  | a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1642871 | b. Provide one-on-one help to students at various achievement levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1259963 | <div>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 answer choice on each row.</div> <table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Provide English/language arts course-related support, remediation, or intervention to individual students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1811054</td></tr><tr><td>b. Provide English/language arts course-related support, remediation, or intervention to groups of students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1811057</td></tr><tr><td>c. Provide English/language arts enrichment to individual students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1811058</td></tr><tr><td>d. Provide English/language arts enrichment to groups of students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1811059</td></tr><tr><td>e. Provide instruction for gifted and talented students</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1811061</td></tr><tr><td>f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1811062</td></tr><tr><td>g. Provide instruction for English learners (ELs)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1750222</td></tr></table> <div><b>Issue:</b> Teacher, Instructional, and Classroom Supports</div> |  |  | 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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811054 | b. Provide English/language arts course-related support, remediation, or intervention to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811057 | c. Provide English/language arts enrichment to individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811058 | d. Provide English/language arts enrichment to groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811059 | e. Provide instruction for gifted and talented students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811061 | f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1811062 | g. Provide instruction for English learners (ELs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1750222 | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. This Item was revised for clarity, and new subitems were developed to measure content in the new Reading framewor |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Not at all            | Small extent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Moderate extent       | Large extent          |                                    |              |  |                                                                                                                                            |                       |                       |                       |                       |          |                                                                      |                       |                       |                       |                       |          |                             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| a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | V1642871                           |              |  |                                                                                                                                            |                       |                       |                       |                       |          |                                                                      |                       |                       |                       |                       |          |                                  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| b. Provide one-on-one help to students at various achievement levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/>                                                                                                                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| a. Provide English/language arts course-related support, remediation, or intervention to individual students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | V1811054                           |              |  |                                                                                                                                            |                       |                       |                       |                       |          |                                                                      |                       |                       |                       |                       |          |                                  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| b. Provide English/language arts course-related support, remediation, or intervention to groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/>                                                                                                                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| c. Provide English/language arts enrichment to individual students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/> | <input type="radio"/>                                                                                                                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| d. Provide English/language arts enrichment to groups of students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="radio"/> | <input type="radio"/>                                                                                                                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| e. Provide instruction for gifted and talented students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | V1811061                           |              |  |                                                                                                                                            |                       |                       |                       |                       |          |                                                                      |                       |                       |                       |                       |          |                                  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| f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/> | <input type="radio"/>                                                                                                                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| g. Provide instruction for English learners (ELs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="radio"/> | <input type="radio"/>                                                                                                                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|  |  |  | k. |
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| 2026 Operational Grade 8 Reading School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                        |                        |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |          |                                                                                                                                         |                        |                        |                        |                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |            |              |                 |              |                                                                                                                                    |                        |                        |                        |                        |                                                                                                                                          |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                         |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                        | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |                        | D/<br>A/R+      | Rationale                          |  |                                                                                                                                   |                        |                        |                        |                        |          |                                                                                                                                         |                        |                        |                        |                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |            |              |                 |              |                                                                                                                                    |                        |                        |                        |                        |                                                                                                                                          |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                         |
| <div>3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?</div> <div><div><div><div><div></div></div><div>Yes, available full-time to eighth-grade teachers</div></div><div><div><div></div></div><div>Yes, available part-time to eighth-grade teachers</div></div><div><div><div></div></div><div>No</div></div></div></div> <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                        | <div>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 eighth-grade teachers at your school?</div> <div><div><div><div><div></div></div><div>Yes, available full-time to eighth-grade teachers</div></div><div><div><div></div></div><div>Yes, available part-time to eighth-grade teachers</div></div><div><div><div></div></div><div>No</div></div></div></div> <div><b>Issue:</b> Teacher, Instructional, and Classroom Supports</div> |                        |                        | R               | This item was revised for clarity. |  |                                                                                                                                   |                        |                        |                        |                        |          |                                                                                                                                         |                        |                        |                        |                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |            |              |                 |              |                                                                                                                                    |                        |                        |                        |                        |                                                                                                                                          |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                         |
| <div>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.</div> <div><table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td>VIDE0004</td></tr><tr><td>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td>VIDE0003</td></tr></table></div> <div>(2024)</div> |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 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 | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | VIDE0004 | b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | VIDE0003 | <div>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 answer choice on each row.</div> <div><table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. Provide assistance/support to individual teachers about English/ language arts content or the teaching of English/language arts</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td></tr><tr><td>b. Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/language arts</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td></tr><tr><td>c. Provide assistance/support to individual or groups of teachers with testing and collecting data</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td></tr><tr><td>d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction</td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td><td><div><div></div></div></td></tr></table></div> <div><b>Issue:</b> Teacher, Instructional, and Classroom Supports</div> |  |  |  | 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 | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | b. Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/language arts | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | c. Provide assistance/support to individual or groups of teachers with testing and collecting data | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems c and d were revised for clarity. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Not at all             | Small extent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Moderate extent        | Large extent           |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |          |                                                                                                                                         |                        |                        |                        |                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |            |              |                 |              |                                                                                                                                    |                        |                        |                        |                        |                                                                                                                                          |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                         |
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| b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div><div></div></div> | <div><div></div></div> | VIDE0003        |                                    |  |                                                                                                                                   |                        |                        |                        |                        |          |                                                                                                                                         |                        |                        |                        |                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |            |              |                 |              |                                                                                                                                    |                        |                        |                        |                        |                                                                                                                                          |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                         |
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| b. Conduct professional development for groups of teachers about English/ language arts content or the teaching of English/language arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div><div></div></div> | <div><div></div></div> |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |          |                                                                                                                                         |                        |                        |                        |                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |            |              |                 |              |                                                                                                                                    |                        |                        |                        |                        |                                                                                                                                          |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                         |
| c. Provide assistance/support to individual or groups of teachers with testing and collecting data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div><div></div></div> | <div><div></div></div> |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |          |                                                                                                                                         |                        |                        |                        |                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |            |              |                 |              |                                                                                                                                    |                        |                        |                        |                        |                                                                                                                                          |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                         |
| d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading/English/language arts instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <div><div></div></div> | <div><div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div><div></div></div> | <div><div></div></div> |                 |                                    |  |                                                                                                                                   |                        |                        |                        |                        |          |                                                                                                                                         |                        |                        |                        |                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |            |              |                 |              |                                                                                                                                    |                        |                        |                        |                        |                                                                                                                                          |                        |                        |                        |                        |                                                                                                    |                        |                        |                        |                        |                                                                                                                                                      |                        |                        |                        |                        |   |                                                                                                                                                                         |



## 2026 Operational Grade 8 Reading School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2026 Item             | D/<br>A/R+            | Rationale |  |                                                               |                       |                       |           |                                            |                       |                       |           |                        |                       |                       |           |                                                                                               |                       |                       |           |                                                                                                   |                       |                       |           |                                               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| <div>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.</div> <div>VE12.0620</div> <table><tr><th></th><th>Yes</th><th>No</th><th></th></tr><tr><td>a. Special Education teachers (and related service providers)</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE12.0621</td></tr><tr><td>b. Reading specialists or literacy coaches</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE12.0622</td></tr><tr><td>c. Speech pathologists</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE12.0623</td></tr><tr><td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE12.0624</td></tr><tr><td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE12.0627</td></tr><tr><td>f. Parent volunteers</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE12.0626</td></tr></table> <div>(2024)</div> |                       | Yes                   | No        |  | a. Special Education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/> | VE12.0621 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VE12.0622 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VE12.0623 | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VE12.0624 | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | VE12.0627 | f. Parent volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> | VE12.0626 | <div>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 answer choice on each row.</div> <div>VE10.0617</div> <table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>a. Special education teachers (and related service providers)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Speech pathologists</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>f. Parent or community volunteers</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |                       | Yes                   | No                                                                                                      | a. Special education teachers (and related service providers) | <input type="radio"/> | <input type="radio"/>  | b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches) | <input type="radio"/> | <input type="radio"/>                                                                                      | c. Speech pathologists | <input type="radio"/> | <input type="radio"/>             | d. Paraprofessionals or teacher aides who are trained to work with students with disabilities | <input type="radio"/> | <input type="radio"/> | e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities                                                                     | <input type="radio"/> | <input type="radio"/> | f. Parent or community volunteers | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems b and f were revised for clarity. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. Special Education teachers (and related service providers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| b. Reading specialists or literacy coaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| c. Speech pathologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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Paraprofessionals or teacher aides who are not trained to work with students with disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| f. Parent volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. Special education teachers (and related service providers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> | <input type="radio"/> |           |  |                                                               |                       |                       |           |                                            |                       |                       |           |                        |                       |                       |           |                                                                                               |                       |                       |           |                                                                                                   |                       |                       |           |                                                    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| c. Speech pathologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Paraprofessionals or teacher aides who are trained to work with students with disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| f. Parent or community volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | <input type="radio"/> |           |  |                                                               |                       |                       |           |                                            |                       |                       |           |                        |                       |                       |           |                                                                                               |                       |                       |           |                                                                                                   |                       |                       |           |                                                    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| <div>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.</div> <div>VE70.0105</div> <table><tr><th></th><th>Yes</th><th>No</th><th></th></tr><tr><td>a. Certified EL/bilingual education teachers</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE70.0107</td></tr><tr><td>b. Reading specialists or literacy coaches</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE70.0106</td></tr><tr><td>c. Speech pathologists</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE70.0107</td></tr><tr><td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELs</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE70.0108</td></tr><tr><td>e. Parent volunteers</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VE70.0109</td></tr></table> <div>(2024)</div>                                                                                                                                                                                                                                  |                       | Yes                   | No        |  | a. Certified EL/bilingual education teachers                  | <input type="radio"/> | <input type="radio"/> | VE70.0107 | b. Reading specialists or literacy coaches | <input type="radio"/> | <input type="radio"/> | VE70.0106 | c. Speech pathologists | <input type="radio"/> | <input type="radio"/> | VE70.0107 | d. Paraprofessionals or teacher aides who are trained to work with students who are ELs       | <input type="radio"/> | <input type="radio"/> | VE70.0108 | e. Parent volunteers                                                                              | <input type="radio"/> | <input type="radio"/> | VE70.0109 | <div>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 answer choice on each row.</div> <div>VE10.0118</div> <table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>a. Certified EL or bilingual education teachers</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Speech pathologists</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Paraprofessionals or teacher aides who are trained to work with students who are English learners (ELs)</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>e. Parent or community volunteers</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |                       | Yes                   | No        | a. Certified EL or bilingual education teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> | b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches) | <input type="radio"/>                                         | <input type="radio"/> | c. Speech pathologists | <input type="radio"/>                                                                                   | <input type="radio"/> | d. Paraprofessionals or teacher aides who are trained to work with students who are English learners (ELs) | <input type="radio"/>  | <input type="radio"/> | e. Parent or community volunteers | <input type="radio"/>                                                                         | <input type="radio"/> | R                     | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitems a, b, d, and e were revised for |                       |                       |                                   |                       |                       |   |                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. Certified EL/bilingual education teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| b. Reading specialists or literacy coaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> | VE70.0106 |  |                                                               |                       |                       |           |                                            |                       |                       |           |                        |                       |                       |           |                                                                                               |                       |                       |           |                                                                                                   |                       |                       |           |                                                    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| c. Speech pathologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Paraprofessionals or teacher aides who are trained to work with students who are ELs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| e. Parent volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. Certified EL or bilingual education teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| b. Additional English/language arts staff (e.g., English/language arts specialists or literacy coaches)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| c. Speech pathologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Paraprofessionals or teacher aides who are trained to work with students who are English learners (ELs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| e. Parent or community volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| 2026 Operational Grade 8 Reading School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |                       |                       |                       |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2026 Item             |                       |                       |                       | D/<br>A/R+   | Rationale |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| <div><p>8. To what extent is your school's English/language arts program structured according to the following resources? Select one circle in each row.</p><p>VTE40005</p><table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. District curriculum standards or curriculum guides</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VTE40007</td></tr><tr><td>b. State curriculum standards or frameworks</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VTE40006</td></tr><tr><td>c. In-school curriculum frameworks and standards for learning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VTE40009</td></tr></table></div> <div>(2024)</div> |                       | 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"/> | VTE40007 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40006 | c. In-school curriculum frameworks and standards for learning      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40009 | <div><p>7. To what extent is your school's English/language arts program structured according to the following resources? Select one answer choice on each row.</p><p>VTE30005</p><table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. District curriculum standards, curriculum guides, or pacing guides</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. State curriculum standards or frameworks</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. In-school curriculum frameworks and standards for learning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: Teacher, Instructional, and Classroom Supports</div>                                                                                                                                                                                                                                    |  |  |  |  | Not at all | Small extent | Moderate extent | Large extent | a. District curriculum standards, curriculum guides, or pacing guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. In-school curriculum frameworks and standards for learning             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R                                                                                                          | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem a was revised for clarity. |                       |                       |                       |   |                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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"/> | VTE40007     |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| b. State curriculum standards or frameworks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40006     |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| c. In-school curriculum frameworks and standards for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40009     |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Not at all            | Small extent          | Moderate extent       | Large extent          |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| a. District curriculum standards, curriculum guides, or pacing guides                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| b. State curriculum standards or frameworks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| c. In-school curriculum frameworks and standards for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| <div><p>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.</p><p>VTE40013</p><table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th><th></th></tr><tr><td>a. District assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VTE40014</td></tr><tr><td>b. State assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VTE40019</td></tr><tr><td>c. School assessments (e.g., quizzes or tests created by teachers)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VTE40017</td></tr></table></div> <div>(2024)</div>                   |                       | Not at all            | Small extent          | Moderate extent       | Large extent |           | a. District assessments                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40014 | b. State assessments                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40019 | c. School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40017 | <div><p>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 answer choice on each row.</p><p>VTE30006</p><table><tr><th></th><th>Not at all</th><th>Small extent</th><th>Moderate extent</th><th>Large extent</th></tr><tr><td>a. State assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. School or district assessments</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Classroom-based tests developed by teachers in your school or district</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Classroom-based tests developed by educational assessment providers (e.g., Pearson, McGraw Hill, Wiley)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |  |  |  |  | Not at all | Small extent | Moderate extent | Large extent | a. State assessments                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. School or district assessments           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. Classroom-based tests developed by teachers in your school or district | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem d was developed |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Not at all            | Small extent          | Moderate extent       | Large extent          |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| a. District assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40014     |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| b. State assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40019     |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| c. School assessments (e.g., quizzes or tests created by teachers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VTE40017     |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Not at all            | Small extent          | Moderate extent       | Large extent          |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| a. State assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| b. School or district assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| c. Classroom-based tests developed by teachers in your school or district                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |
| 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"/> |              |           |                                                       |                       |                       |                       |                       |          |                                             |                       |                       |                       |                       |          |                                                                    |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |              |                 |              |                                                                       |                       |                       |                       |                       |                                             |                       |                       |                       |                       |                                                                           |                       |                       |                       |                       |                                                                                                            |                                                                                                                                                                 |                       |                       |                       |   |                                                                                                                                                      |

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|  |  |  | to measure content in the new Reading framework. |
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| 2026 Operational Grade 8 Reading School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |                                                                                                                                                                                                                                                                                         |                       |                       |          |            |                                               |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       | 2026 Item                                                                                                                                                                                                                                                                               |                       |                       |          | D/<br>A/R+ | Rationale                                     |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
| <div>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.</div> <div>VID00137</div> <table><tr><td></td><td>Not at all</td><td>A little</td><td>Some</td><td>A lot</td><td></td></tr><tr><td>a. Teachers with a specialization in English/language arts</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VID00138</td></tr><tr><td>b. Computer software for English/language arts instruction</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VID00140</td></tr><tr><td>c. Library books</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>VID00142</td></tr></table> <div>(2024)</div> |                       |                                                                                                                                                                                                                                                                                         | 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"/> | VID00138 | b. Computer software for English/language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID00140 | c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | VID00142 | <div>9. How much is your school's ability to provide instruction affected by a lack of the following resources? Select one answer choice on each row.</div> <div>VID00137</div> <table><tr><td></td><td>Not at all</td><td>A little</td><td>Some</td><td>A lot</td></tr><tr><td>a. Teachers with a specialization in English/language arts</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Computer software for English/ language arts instruction</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Library books</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Class sets of books (e.g., literature books)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: Teacher, Instructional, and Classroom Supports</div> |  |  |  |  | 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"/> | b. Computer software for English/ language arts instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | d. Class sets of books (e.g., literature books) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Subitem d was developed to measure content in the new Reading framewor k. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 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"/> | VID00138 |            |                                               |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
| b. Computer software for English/language arts instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> | VID00140 |            |                                               |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
| c. Library books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> | VID00142 |            |                                               |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 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"/> |          |            |                                               |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
| b. Computer software for English/ language arts instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> |          |            |                                               |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
| c. Library books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> |          |            |                                               |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
| d. Class sets of books (e.g., literature books)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> |          |            |                                               |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |
| N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       | <div>10. Does your school require classes to allocate time for students to read for enjoyment?</div> <div>VID00142</div> <div><input type="radio"/> Yes, all classes</div> <div><input type="radio"/> Yes, only English/language arts classes</div> <div><input type="radio"/> No</div> |                       |                       |          | A          | This Item was developed to measure content in |                                                            |                       |                       |                       |                       |          |                                                            |                       |                       |                       |                       |          |                  |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |            |          |      |       |                                                            |                       |                       |                       |                       |                                                             |                       |                       |                       |                       |                  |                       |                       |                       |                       |                                                 |                       |                       |                       |                       |   |                                                                                                                                                                                                        |

|        |                                         |  |                            |
|--------|-----------------------------------------|--|----------------------------|
| (2024) | <b>Issue:</b> Engagement and Motivation |  | the new Reading framework. |
|--------|-----------------------------------------|--|----------------------------|

## Appendix J3-12: Operational Grade 8 (Reading)

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?

VH813104

- ☐ A Yes, available full-time to eighth-grade students
- ☐ B Yes, available part-time to eighth-grade students
- ☐ C 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?

VH813105

Select one answer choice on each row.

|                                                                                                                                                               | Not at all              | Small extent            | Moderate extent         | Large extent            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH813106</small><br>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 |
| <small>VH813107</small><br>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 |
| <small>VH813108</small><br>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 |
| <small>VH813109</small><br>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 |
| <small>VH813110</small><br>e. Provide instruction for gifted and talented students                                                                            | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| <small>VH813111</small><br>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 |
| <small>VR730222</small><br>g. Provide instruction for English learners (ELs)                                                                                  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

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 eighth-grade teachers at your school?

VH813150

- ☐ 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 English/language arts staff available to eighth-grade teachers at your school?

Select one answer choice on each row.

|                                                                                                                                                                  | Not at all            | Small extent          | Moderate extent       | Large extent          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| VH813168<br>a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VH813169<br>b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VH813171<br>c. Provide assistance/support to individual or groups of teachers with testing and collecting data                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VH813172<br>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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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 answer choice on each row.

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

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 answer choice on each row.

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

7. To what extent is your school's English/language arts program structured according to the following resources?

Select one answer choice on each row.

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

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 answer choice on each row.

|                                                                                                                        | Not at all            | Small extent          | Moderate extent       | Large extent          |
|------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| VR588503<br>a. State assessments                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VR588502<br>b. School or district assessments                                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VR588504<br>c. Classroom-based tests developed by teachers in your school or district                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VR597690<br>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"/> |

9. How much is your school's ability to provide instruction affected by a lack of the following resources?

Select one answer choice on each row.

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

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

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



## Appendix J3-13: Summary of Changes Operational Grade 8 (Social Studies)

| 2026 Operational Grade 8 Social Studies School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |                                                                 |                                               |                                                                 |                          |                                         |                                                                                        |                                         |                          |                                                                        |                          |                                                                          |                          |                          |                          |                          |                                                                                                       |                                           |                          |                          |                          |                                                        |                          |                          |                          |                                                       |                                                                                                                                                                                                                                                          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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------|--------------------------|-----------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------|--------------------------|------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------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| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                               | 2026 Item                                                       |                                               |                                                                 |                          |                                         | D/<br>A/R+                                                                             | Rationale                               |                          |                                                                        |                          |                                                                          |                          |                          |                          |                          |                                                                                                       |                                           |                          |                          |                          |                                                        |                          |                          |                          |                                                       |                                                                                                                                                                                                                                                          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| <div>VB04277</div> <div>1. At what grade do students in your school typically take the following classes? Select one or more squares in each row.</div> <table><tr><td></td><td>5th grade</td><td>6th grade</td><td>7th grade</td><td>8th grade</td><td>9th grade</td><td>This class is not offered in my school.</td><td></td></tr><tr><td>a. A class primarily focused on civics and/or United States government</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>VB04279</td></tr><tr><td>b. A class primarily focused on geography</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>VB04279</td></tr><tr><td>c. A class primarily focused on United States history</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>VB04280</td></tr><tr><td>d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>VB04281</td></tr></table> <div>(2022)</div> |                                               |                                                                 | 5th grade                                     | 6th grade                                                       | 7th grade                | 8th grade                               | 9th grade                                                                              | This class is not offered in my school. |                          | a. A class primarily focused on civics and/or United States government | <input type="checkbox"/> | <input type="checkbox"/>                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | VB04279                                                                                               | b. A class primarily focused on geography | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                               | <input type="checkbox"/> | <input type="checkbox"/> | VB04279                  | c. A class primarily focused on United States history | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | VB04280                                       | d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history) | <input type="checkbox"/> | <input type="checkbox"/>                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                                                 | VB04281                  | <div>VB04277</div> <div>1. At what grade do students in your school typically take the following classes?<br/>Select one or more answer choices on each row.</div> <table><tr><td></td><td>5th grade</td><td>6th grade</td><td>7th grade</td><td>8th grade</td><td>9th grade</td><td>This class is not offered in my school.</td></tr><tr><td>a. A class primarily focused on civics and/or United States government</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>b. A class primarily focused on geography</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>c. A class primarily focused on United States history</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> <div>Issue: Organization of Instruction</div> |                          |                                                                                                       |                          |                          |                          | 5th grade                                              | 6th grade                | 7th grade                | 8th grade                | 9th grade | This class is not offered in my school.                                                                                      | a. A class primarily focused on civics and/or United States government | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. A class primarily focused on geography | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. A class primarily focused on United States history | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d. A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. A class primarily focused on civics and/or United States government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| b. 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| c. 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| b. A class primarily focused on geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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A class primarily focused on United States history                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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A class that integrates two or more areas of social studies (e.g., civics and/or United States government, geography, or United States history)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| <div>VB05049</div> <div>2. This year, have the following professional development programs (e.g., training sessions and workshops, including online classes) been offered in your school for social studies teachers? Select one or more squares in each row.</div> <table><tr><td></td><td>Yes, provided by school or district personnel</td><td>Yes, provided by professionals outside of my school or district</td><td>No</td><td></td></tr><tr><td>a. Programs aimed at developing and improving practices for social studies instruction</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>VB05049</td></tr><tr><td>b. Programs aimed at developing and improving general teaching practices</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>VB05049</td></tr><tr><td>c. Programs aimed at developing and improving general teaching of critical reading and writing skills</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>VB071704</td></tr><tr><td>d. Programs aimed at using technology in the classroom</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>VB071705</td></tr></table> <div>(2022)</div>                                                                                                                                                                                                                                                                                             |                                               |                                                                 | Yes, provided by school or district personnel | Yes, provided by professionals outside of my school or district | No                       |                                         | a. Programs aimed at developing and improving practices for social studies instruction | <input type="checkbox"/>                | <input type="checkbox"/> | <input type="checkbox"/>                                               | VB05049                  | b. Programs aimed at developing and improving general teaching practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | VB05049                  | c. Programs aimed at developing and improving general teaching of critical reading and writing skills | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | VB071704                 | d. Programs aimed at using technology in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | VB071705                                              | <div>VB05049</div> <div>2. This year, have the following professional development programs (e.g., training sessions and workshops, including online classes) been offered in your school for social studies teachers?<br/>Select one or more answer choices on each row.</div> <table><tr><td></td><td>Yes, provided by school or district personnel</td><td>Yes, provided by professionals outside of my school or district</td><td>No</td></tr><tr><td>a. Programs aimed at developing and improving practices for social studies instruction</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>b. Programs aimed at developing and improving general teaching practices</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>c. Programs aimed at developing and improving general teaching of critical reading and writing skills</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>d. Programs aimed at using technology in the classroom</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> <div>Issue: Teacher Preparation</div> |                          |                          |                          |                          |                          | Yes, provided by school or district personnel | Yes, provided by professionals outside of my school or district                                                                                    | No                       | a. Programs aimed at developing and improving practices for social studies instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. Programs aimed at developing and improving general teaching practices | <input type="checkbox"/> | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/> | c. Programs aimed at developing and improving general teaching of critical reading and writing skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d. Programs aimed at using technology in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | R         | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. |                                                                        |                          |                          |                          |                          |                          |                          |                                           |                          |                          |                          |                          |                          |                          |                                                       |                          |                          |                          |                          |                          |                          |                                                                                                                                                    |                          |                          |                          |                          |                          |                          |   |                                                                                                                              |
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| a. Programs aimed at developing and improving practices for social studies instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| b. Programs aimed at developing and improving general teaching practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| c. Programs aimed at developing and improving general teaching of critical reading and writing skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| d. Programs aimed at using technology in the classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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Programs aimed at developing and improving practices for social studies instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| c. Programs aimed at developing and improving general teaching of critical reading and writing skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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Programs aimed at using technology in the classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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## 2026 Operational Grade 8 Social Studies School

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| <p style="text-align: right; font-size: small;">V1H04355</p> <p>3. How much is your school's social studies program for eighth-graders (e.g., civics and/or United States government, geography, or United States history) structured according to the following resources? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th><th>Not at all</th><th>Very little</th><th>Some</th><th>Quite a bit</th><th>A lot</th><th></th></tr> </thead> <tbody> <tr> <td>a. District curriculum standards or curriculum guides</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04356</td></tr> <tr> <td>b. State curriculum standards or frameworks</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04357</td></tr> <tr> <td>c. In-school curriculum frameworks and standards for learning</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04359</td></tr> <tr> <td>d. Results from district assessments</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04360</td></tr> <tr> <td>e. Results from state assessments</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04361</td></tr> <tr> <td>f. Recommendations from school social studies department</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H72954</td></tr> <tr> <td>g. Discretion of individual teachers</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04364</td></tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04365</td></tr> <tr> <td>i. Resources found on the Internet</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04368</td></tr> </tbody> </table> <p>(2022)</p> |                       | Not at all            | Very little           | Some                  | Quite a bit           | A lot    |  | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1H04356 | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1H04357 | c. In-school curriculum frameworks and standards for learning      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1H04359 | d. Results from district assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1H04360 | e. Results from state assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1H04361             | f. Recommendations from school social studies department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                              | V1H72954              | g. Discretion of individual teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                                                                                                               | V1H04364 | h. Results from school assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1H04365 | i. Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | V1H04368 | <p style="text-align: right; font-size: small;">V1H04355</p> <p>3. How much is your school's social studies program for eighth-graders (e.g., civics and/or United States government, geography, or United States history) structured according to the following resources? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th><th>Not at all</th><th>Very little</th><th>Some</th><th>Quite a bit</th><th>A lot</th></tr> </thead> <tbody> <tr> <td>a. 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In-school curriculum frameworks and standards for learning</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr> <td>d. Results from district assessments</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr> <td>e. 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Discretion of individual teachers</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr> <td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr> <td>i. Resources found on the Internet</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> </tbody> </table> <p><b>Issue: Organization of Instruction</b></p> |  | Not at all | Very little | Some | Quite a bit | A lot | a. District curriculum standards or curriculum guides | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | b. State curriculum standards or frameworks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | c. In-school curriculum frameworks and standards for learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | d. 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Resources found on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R | <p>For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items.</p> |
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| i. 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| b. 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| c. 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| e. 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| f. 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| g. 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| h. 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| <p style="text-align: right; font-size: small;">V1H04360</p> <p>4. How much does your school's eighth-grade social studies curriculum (e.g., civics and/or United States government, geography, or United States history) focus on preparation for the following types of assessments? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th><th>Not at all</th><th>Very little</th><th>Some</th><th>Quite a bit</th><th>A lot</th><th></th></tr> </thead> <tbody> <tr> <td>a. District assessments</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04370</td></tr> <tr> <td>b. State assessments</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04371</td></tr> <tr> <td>c. School assessments (e.g., quizzes or tests created by teachers)</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td>V1H04372</td></tr> </tbody> </table> <p>(2022)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       | Not at all            | Very little           | Some                  | Quite a bit           | A lot    |  | a. 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Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th></th><th>Not at all</th><th>Very little</th><th>Some</th><th>Quite a bit</th><th>A lot</th></tr> </thead> <tbody> <tr> <td>a. District assessments</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr> <td>b. State assessments</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr> <td>c. 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School assessments (e.g., quizzes or tests created by teachers) | <input type="radio"/> | <input type="radio"/>                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | R                     | <p>For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items.</p> |          |                                                                                 |                       |                       |                       |                       |                       |          |                                    |                       |                       |                       |                       |                       |          |                                                                                                                                                                                                                                                           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## 2026 Operational Grade 8 Social Studies School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| <div><div>5. Does your school offer any of the following services for eighth-grade students who fall behind or need extra help in social studies (e.g., civics and/or United States government, geography, or United States history)? Select one circle in each row.</div><div><table><tr><th></th><th>Yes</th><th>No</th><th></th></tr><tr><td>a. Tutoring</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1804347</td></tr><tr><td>b. Placement of instructional aides in classrooms to provide assistance</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1804348</td></tr><tr><td>c. Use of instructional aides for pull-out instruction</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1804349</td></tr><tr><td>d. Extra work or homework</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1804350</td></tr><tr><td>e. Before- or after-school programs</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1804351</td></tr><tr><td>f. Summer school programs</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1804352</td></tr><tr><td>g. Extra help for English-language learners</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1804353</td></tr></table></div></div> <div>(2022)</div> |                       | Yes                   | No        |  | a. Tutoring           | <input type="radio"/> | <input type="radio"/> | V1804347 | b. Placement of instructional aides in classrooms to provide assistance | <input type="radio"/> | <input type="radio"/> | V1804348 | c. Use of instructional aides for pull-out instruction | <input type="radio"/> | <input type="radio"/> | V1804349 | d. Extra work or homework                                                                 | <input type="radio"/> | <input type="radio"/> | V1804350 | e. Before- or after-school programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/> | <input type="radio"/> | V1804351 | f. Summer school programs | <input type="radio"/> | <input type="radio"/> | V1804352                                      | g. Extra help for English-language learners | <input type="radio"/> | <input type="radio"/>                       | V1804353              | <div><div>5. Does your school offer any of the following services for eighth-grade students who fall behind or need extra help in social studies (e.g., civics and/or United States government, geography, or United States history)? Select one answer choice on each row.</div><div><table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>a. Tutoring</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Placement of instructional aides in classrooms to provide assistance</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Use of instructional aides for pull-out instruction</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Extra work or homework</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>e. Before- or after-school programs</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>f. Summer school programs</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>g. Extra help for English learners</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div></div> <div>Issue: Resources for Learning and Instruction</div> |                                                                                           | Yes                   | No                    | a. Tutoring | <input type="radio"/>                                                                       | <input type="radio"/> | b. Placement of instructional aides in classrooms to provide assistance | <input type="radio"/> | <input type="radio"/> | c. Use of instructional aides for pull-out instruction | <input type="radio"/> | <input type="radio"/> | d. Extra work or homework | <input type="radio"/> | <input type="radio"/> | e. Before- or after-school programs | <input type="radio"/> | <input type="radio"/> | f. Summer school programs | <input type="radio"/> | <input type="radio"/> | g. Extra help for English learners | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Also, in SubItem g. “English-language learners” was updated to “English learners” to be consistent with other Items. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| a. Tutoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| b. Placement of instructional aides in classrooms to provide assistance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| c. Use of instructional aides for pull-out instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Extra work or homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| e. Before- or after-school programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| f. Summer school programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| g. Extra help for English-language learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| a. Tutoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| b. Placement of instructional aides in classrooms to provide assistance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| c. Use of instructional aides for pull-out instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| d. Extra work or homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| e. Before- or after-school programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| f. Summer school programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| g. Extra help for English learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| <div><div>6. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select one circle in each row.</div><div><table><tr><th></th><th>Yes</th><th>No</th><th></th></tr><tr><td>a. Student government</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1805721</td></tr><tr><td>b. Classes with a community service component</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1805723</td></tr><tr><td>c. Clubs with a community service component</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1805724</td></tr><tr><td>d. Special courses or workshops to improve skills with computers or other digital devices</td><td><input type="radio"/></td><td><input type="radio"/></td><td>V1805725</td></tr></table></div></div> <div>(2022)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       | Yes                   | No        |  | a. Student government | <input type="radio"/> | <input type="radio"/> | V1805721 | b. Classes with a community service component                           | <input type="radio"/> | <input type="radio"/> | V1805723 | c. Clubs with a community service component            | <input type="radio"/> | <input type="radio"/> | V1805724 | d. Special courses or workshops to improve skills with computers or other digital devices | <input type="radio"/> | <input type="radio"/> | V1805725 | <div><div>6. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select one answer choice on each row.</div><div><table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>a. Student government</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Classes with a community service component</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Clubs with a community service component</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Special courses or workshops to improve skills with computers or other digital devices</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div></div> <div>Issue: Student Factors</div> |                       | Yes                   | No       | a. Student government     | <input type="radio"/> | <input type="radio"/> | b. Classes with a community service component | <input type="radio"/>                       | <input type="radio"/> | c. Clubs with a community service component | <input type="radio"/> | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | d. Special courses or workshops to improve skills with computers or other digital devices | <input type="radio"/> | <input type="radio"/> | R           | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions |                       |                                                                         |                       |                       |                                                        |                       |                       |                           |                       |                       |                                     |                       |                       |                           |                       |                       |                                    |                       |                       |   |                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes                   | No                    |           |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                             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| a. Student government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/> | <input type="radio"/> | V1805721  |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                                  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                                                                                                                                                                                                                |
| b. Classes with a community service component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> | V1805723  |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                                  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                                                                                                                                                                                                                |
| c. Clubs with a community service component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> | V1805724  |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                                  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| d. Special courses or workshops to improve skills with computers or other digital devices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> | V1805725  |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                                  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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes                   | No                    |           |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                             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| a. Student government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/> | <input type="radio"/> |           |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                                  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| b. Classes with a community service component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/> | <input type="radio"/> |           |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                                  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| c. Clubs with a community service component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/> | <input type="radio"/> |           |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                                  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                                                                                                                                                                                                                |
| d. Special courses or workshops to improve skills with computers or other digital devices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/> |           |  |                       |                       |                       |          |                                                                         |                       |                       |          |                                                        |                       |                       |          |                                                                                           |                       |                       |          |                                                                                                                                                                  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|  |  |  |                                           |
|--|--|--|-------------------------------------------|
|  |  |  | currently<br>used in<br>Student<br>Items. |
|--|--|--|-------------------------------------------|

## Appendix J3-14: Operational Grade 8 (Social Studies)

1. At what grade do students in your school typically take the following classes?

VH494277

Select one or more answer choices on each row.

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

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

VH495689

Select one or more answer choices on each row.

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

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

Select one answer choice on each row.

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

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

Select one answer choice on each row.

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

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

Select one answer choice on each row.

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

6. Does your school offer any of the following school-sponsored activities to eighth-grade students?

Select one answer choice on each row.

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

## Appendix J3-15: Summary of Changes Operational Grade 4 (Charter School)

| 2026 Operational Grade 4 Charter School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------|
| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | D/<br>A/R+ | Rationale                                                                               |
| N/A<br><br>(2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>6. How many schools are part of your charter school network? <span style="float: right;">VIB12548</span></p> <ul style="list-style-type: none"> <li>Ⓐ Two to four schools</li> <li>Ⓑ Five to nine schools</li> <li>Ⓒ Ten or more schools</li> </ul> <p><b>Issue:</b> School Climate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | A          | This Item was developed to measure characteristics of the charter school environment.   |
| <p>6. Which one of the following best describes your charter school's primary focus in terms of program content? <span style="float: right;">VIE4027</span></p> <ul style="list-style-type: none"> <li>Ⓐ We have a comprehensive curriculum with no specialized area of focus.</li> <li>Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.</li> <li>Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.</li> <li>Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</li> </ul> <p>(2024)</p> | <p>7. Which one of the following best describes your charter school's primary focus in terms of program content? <span style="float: right;">VIE4027</span></p> <ul style="list-style-type: none"> <li>Ⓐ We have a comprehensive curriculum with no specialized area of focus.</li> <li>Ⓑ We have a special curricular focus, e.g., the arts, math/science, foreign language immersion.</li> <li>Ⓒ Our curriculum is based on a particular educational theory, e.g., Montessori, open school, Core Knowledge.</li> <li>Ⓓ Our curriculum is based on a particular moral philosophy or set of values, e.g., African-centered education, character-based education, Eastern philosophy.</li> </ul> <p><b>Issue:</b> School Climate</p> | R          | In Response Option B, "for example" was revised to "e.g." for consistency across Items. |
| N/A<br><br>(2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>8. Is your school a for-profit or nonprofit charter school? <span style="float: right;">VIB12550</span></p> <ul style="list-style-type: none"> <li>Ⓐ For-profit</li> <li>Ⓑ Nonprofit</li> </ul> <p><b>Issue:</b> School Climate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A          | This Item was developed to measure characteristics of the charter school environment.   |



## 2026 Operational Grade 4 Charter School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2026 Item                                                                                                                                                                                                                                                                     | D/<br>A/R+            | Rationale                                                                             |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------|--|---------------|-----------------------|-----------------------|----------|------------------------------|-----------------------|-----------------------|----------|-------------|-----------------------|-----------------------|----------|---------------------------------|-----------------------|-----------------------|----------|------------------------|-----------------------|-----------------------|----------|-----------------------------|-----------------------|-----------------------|----------|-----------------------|-----------------------|-----------------------|----------|-----------------------------|-----------------------|-----------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|----|------------------------------|-----------------------|-----------------------|-------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|-----------------------|-----------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</div> <div><table><tr><td></td><td>Yes</td><td>No</td><td></td></tr><tr><td>a. Dress code</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE04087</td></tr><tr><td>b. Home learning environment</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE04091</td></tr><tr><td>c. Homework</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE04086</td></tr><tr><td>d. Parent-teacher communication</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE04083</td></tr><tr><td>e. Parent volunteering</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE04082</td></tr><tr><td>f. School discipline policy</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE04084</td></tr><tr><td>g. Student attendance</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE04092</td></tr><tr><td>h. Student promotion policy</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE04093</td></tr></table></div> <div>(2024)</div> |                                                                                                                                                                                                                                                                               | Yes                   | No                                                                                    |  | a. Dress code | <input type="radio"/> | <input type="radio"/> | VIE04087 | b. Home learning environment | <input type="radio"/> | <input type="radio"/> | VIE04091 | c. Homework | <input type="radio"/> | <input type="radio"/> | VIE04086 | d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | VIE04083 | e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | VIE04082 | f. School discipline policy | <input type="radio"/> | <input type="radio"/> | VIE04084 | g. Student attendance | <input type="radio"/> | <input type="radio"/> | VIE04092 | h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | VIE04093 | <div>10. Are the following elements addressed in your charter-parent contract? Select one answer choice on each row.</div> <div><table><tr><td></td><td>Yes</td><td>No</td></tr><tr><td>a. Home learning environment</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Homework</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Parent volunteering</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Student attendance</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>e. Student promotion policy</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table></div> <div>Issue: School Climate</div> |  | Yes | No | a. Home learning environment | <input type="radio"/> | <input type="radio"/> | b. Homework | <input type="radio"/> | <input type="radio"/> | c. Parent volunteering | <input type="radio"/> | <input type="radio"/> | d. Student attendance | <input type="radio"/> | <input type="radio"/> | e. Student promotion policy | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Also, SubItems a., d., and f. were dropped. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Yes                                                                                                                                                                                                                                                                           | No                    |                                                                                       |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| a. Dress code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> | VIE04087                                                                              |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| b. Home learning environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> | VIE04091                                                                              |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| c. Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> | VIE04086                                                                              |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| d. Parent-teacher communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> | VIE04083                                                                              |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| e. Parent volunteering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> | VIE04082                                                                              |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| f. School discipline policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> | VIE04084                                                                              |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| g. Student attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> | VIE04092                                                                              |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| h. Student promotion policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> | VIE04093                                                                              |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Yes                                                                                                                                                                                                                                                                           | No                    |                                                                                       |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| a. Home learning environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> |                                                                                       |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| b. Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> |                                                                                       |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| c. Parent volunteering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> |                                                                                       |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| d. Student attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> |                                                                                       |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| e. Student promotion policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/>                                                                                                                                                                                                                                                         | <input type="radio"/> |                                                                                       |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| <div>N/A</div> <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div>11. How many days per school year is your school open for instruction? Do not count summer school.<br/>Enter the number of days.<br/><div><div></div><div></div><div></div> days</div></div> <div>Issue: School Climate</div>                                            | A                     | This Item was developed to measure characteristics of the charter school environment. |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| <div>N/A</div> <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div>12. What is the total instructional time, excluding breaks, in a typical school day?<br/>Enter the number of hours and minutes.<br/><div><div></div><div></div> hours and <div><div></div><div></div> minutes per day</div></div></div> <div>Issue: School Climate</div> | A                     | This Item was developed to measure characteristics of the charter school environment. |  |               |                       |                       |          |                              |                       |                       |          |             |                       |                       |          |                                 |                       |                       |          |                        |                       |                       |          |                             |                       |                       |          |                       |                       |                       |          |                             |                       |                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |

## Appendix J3-16: Operational Grade 4 (Charter School)

1. Is your school a public charter school?

VH240223

(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

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

VH254022

3. Who granted your school's current charter?

VH860788

- ☐ 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

4. What is the legal status of your school?

VH240225

- ☐ 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?

VH240226

- ☐ A Yes
- ☐ B No

6. How many schools are part of your charter school network?

VH812949

- ☐ Ⓐ 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?

VH240227

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

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

VH812950

- ☐ Ⓐ For-profit
- ☐ Ⓑ Nonprofit

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

VH240228

- ☐ Ⓐ 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?

VH241944

Select **one** answer choice on each row.

|                                          | Yes                     | No                      |
|------------------------------------------|-------------------------|-------------------------|
| a. Home learning environment<br>VH241951 | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| b. Homework<br>VH241946                  | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| c. Parent volunteering<br>VH241952       | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| d. Student attendance<br>VH241945        | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| e. Student promotion policy<br>VH241950  | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |

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: Summary of Changes Operational Grade 8 (Charter School)

| 2026 Operational Grade 8 Charter School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------|
| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2026 Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D/<br>A/R+ | Rationale                                                                               |
| N/A<br><br>(2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>6. How many schools are part of your charter school network?</p> <p>Ⓐ Two to four schools<br/>Ⓑ Five to nine schools<br/>Ⓒ Ten or more schools</p> <p><b>Issue: School Climate</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                      | A          | This Item was developed to measure characteristics of the charter school environment.   |
| <p>6. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <p>Ⓐ We have a comprehensive curriculum with no specialized area of focus.<br/>Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.<br/>Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.<br/>Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.</p> <p>(2024)</p> | <p>7. Which one of the following best describes your charter school's primary focus in terms of program content?</p> <p>Ⓐ We have a comprehensive curriculum with no specialized area of focus.<br/>Ⓑ We have a special curricular focus, e.g., the arts, math/science, foreign language immersion.<br/>Ⓒ Our curriculum is based on a particular educational theory, e.g., Montessori, open school, Core Knowledge.<br/>Ⓓ Our curriculum is based on a particular moral philosophy or set of values, e.g., African-centered education, character-based education, Eastern philosophy.</p> <p><b>Issue: School Climate</b></p> | R          | In Response Option B, "for example" was revised to "e.g." for consistency across Items. |
| N/A<br><br>(2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>8. Is your school a for-profit or nonprofit charter school?</p> <p>Ⓐ For-profit<br/>Ⓑ Nonprofit</p> <p><b>Issue: School Climate</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A          | This Item was developed to measure characteristics of the charter school environment.   |

## 2026 Operational Grade 8 Charter School

| Previous Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2026 Item                                                                                                                                                                                                                                                                                                                      | D/<br>A/R+            | Rationale                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------|--|---------------|-----------------------|-----------------------|-----------|------------------------------|-----------------------|-----------------------|-----------|-------------|-----------------------|-----------------------|-----------|---------------------------------|-----------------------|-----------------------|-----------|------------------------|-----------------------|-----------------------|-----------|-----------------------------|-----------------------|-----------------------|-----------|-----------------------|-----------------------|-----------------------|-----------|-----------------------------|-----------------------|-----------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|----|------------------------------|-----------------------|-----------------------|-------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|-----------------------|-----------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>8. Are the following elements addressed in your charter-parent contract? Select one circle in each row.</div> <div>VIE241044</div> <table><tr><th></th><th>Yes</th><th>No</th><th></th></tr><tr><td>a. Dress code</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE241047</td></tr><tr><td>b. Home learning environment</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE241051</td></tr><tr><td>c. Homework</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE241056</td></tr><tr><td>d. Parent-teacher communication</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE241053</td></tr><tr><td>e. Parent volunteering</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE241052</td></tr><tr><td>f. School discipline policy</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE241048</td></tr><tr><td>g. Student attendance</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE241045</td></tr><tr><td>h. Student promotion policy</td><td><input type="radio"/></td><td><input type="radio"/></td><td>VIE241050</td></tr></table> <div>(2024)</div> |                                                                                                                                                                                                                                                                                                                                | Yes                   | No                                                                                    |  | a. Dress code | <input type="radio"/> | <input type="radio"/> | VIE241047 | b. Home learning environment | <input type="radio"/> | <input type="radio"/> | VIE241051 | c. Homework | <input type="radio"/> | <input type="radio"/> | VIE241056 | d. Parent-teacher communication | <input type="radio"/> | <input type="radio"/> | VIE241053 | e. Parent volunteering | <input type="radio"/> | <input type="radio"/> | VIE241052 | f. School discipline policy | <input type="radio"/> | <input type="radio"/> | VIE241048 | g. Student attendance | <input type="radio"/> | <input type="radio"/> | VIE241045 | h. Student promotion policy | <input type="radio"/> | <input type="radio"/> | VIE241050 | <div>10. Are the following elements addressed in your charter-parent contract? Select one answer choice on each row.</div> <div>VIE241042</div> <table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>a. Home learning environment</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>b. Homework</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>c. Parent volunteering</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>d. Student attendance</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>e. Student promotion policy</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <div>Issue: School Climate</div> |  | Yes | No | a. Home learning environment | <input type="radio"/> | <input type="radio"/> | b. Homework | <input type="radio"/> | <input type="radio"/> | c. Parent volunteering | <input type="radio"/> | <input type="radio"/> | d. Student attendance | <input type="radio"/> | <input type="radio"/> | e. Student promotion policy | <input type="radio"/> | <input type="radio"/> | R | For 2026, we have aligned Inline Directions in Teacher and School Items with the Directions currently used in Student Items. Also, SubItems a., d., and f. were dropped. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes                                                                                                                                                                                                                                                                                                                            | No                    |                                                                                       |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| a. Dress code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | VIE241047                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| b. Home learning environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | VIE241051                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| c. Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | VIE241056                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| d. Parent-teacher communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | VIE241053                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| e. Parent volunteering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | VIE241052                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| f. School discipline policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | VIE241048                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| g. Student attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | VIE241045                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| h. Student promotion policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> | VIE241050                                                                             |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes                                                                                                                                                                                                                                                                                                                            | No                    |                                                                                       |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| a. Home learning environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> |                                                                                       |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| b. Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> |                                                                                       |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| c. Parent volunteering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> |                                                                                       |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| d. Student attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> |                                                                                       |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| e. Student promotion policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="radio"/>                                                                                                                                                                                                                                                                                                          | <input type="radio"/> |                                                                                       |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| <div>N/A</div> <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div>11. How many days per school year is your school open for instruction? Do not count summer school.</div> <div>VIE241201</div> <div>Enter the number of days.</div> <div><input type="text"/><input type="text"/><input type="text"/> days</div> <div>Issue: School Climate</div>                                          | A                     | This Item was developed to measure characteristics of the charter school environment. |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |
| <div>N/A</div> <div>(2024)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div>12. What is the total instructional time, excluding breaks, in a typical school day?</div> <div>VIE241264</div> <div>Enter the number of hours and minutes.</div> <div><input type="text"/><input type="text"/> hours and <input type="text"/><input type="text"/> minutes per day</div> <div>Issue: School Climate</div> | A                     | This Item was developed to measure characteristics of the charter school environment. |  |               |                       |                       |           |                              |                       |                       |           |             |                       |                       |           |                                 |                       |                       |           |                        |                       |                       |           |                             |                       |                       |           |                       |                       |                       |           |                             |                       |                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |    |                              |                       |                       |             |                       |                       |                        |                       |                       |                       |                       |                       |                             |                       |                       |   |                                                                                                                                                                          |

## Appendix J3-18: Operational Grade 8 (Charter School)

1. Is your school a public charter school?

VH240223

(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

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

VH254022

3. Who granted your school's current charter?

VH860788

- ☐ 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

4. What is the legal status of your school?

VH240225

- ☐ 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?

VH240226

- ☐ A Yes
- ☐ B No

6. How many schools are part of your charter school network?

VH812949

- ☐ Ⓐ 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?

VH240227

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

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

VH812950

- ☐ Ⓐ For-profit
- ☐ Ⓑ Nonprofit

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

VH240228

- ☐ Ⓐ 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?

VH241944

Select **one** answer choice on each row.

|                                          | Yes                     | No                      |
|------------------------------------------|-------------------------|-------------------------|
| a. Home learning environment<br>VH241951 | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| b. Homework<br>VH241946                  | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| c. Parent volunteering<br>VH241952       | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| d. Student attendance<br>VH241945        | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| e. Student promotion policy<br>VH241950  | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |



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: Pilot Grade 4 (Core)

VH240382

### 1. What grades are taught in your school?

Select one or more answer choices.

- ☐ 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 one or more answer choices.

- ☐ 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

VH253912

### 3. What is the current enrollment in your school?

4. Of the students currently enrolled in your school, what percentage has been identified as English learners?

VH240208

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

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

VH240215

- ☐ A Yes
- ☐ B No

6. How does the school operate the program?

VH240216

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

7. 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?

VH240218

- ☐ 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%

8. 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.)

VH240219

- ☐ 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.

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

VH241920

Select one answer choice on each row.

|                                                                                         | None                    | 1–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | 76–90%                  | Over 90%                |
|-----------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VH241931<br>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 |
| VH241922<br>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 |
| VH241924<br>c. English as an Additional 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 |
| VH241925<br>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 |

10. Does your school have one-to-one availability of laptop computers, tablets, or Chromebooks?

VR586391

- ☐ A Yes
- ☐ B No

11. Does your school provide students with laptop computers, tablets, or Chromebooks that they can take home?

VR586392

- ☐ A Yes, the school provides devices for all students to take home.
- ☐ B Yes, the school provides devices for some students to take home.
- ☐ C No, students must provide their own devices.

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

VH617371

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

13. Approximately what percentage of students in your school have parents or guardians who do each of the following activities?

VH241938

Select one answer choice on each row.

|                                                                                                                                                                       | Not applicable        | 0–10%                 | 11–25%                | 26–50%                | Over 50%              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <small>VH241940</small><br>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"/> |
| <small>VH241939</small><br>b. Attend teacher–parent conferences                                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. For all teacher counts entered in this item:

VH253959

*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

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

VH240212

- ☐ 0–2%
- ☐ 3–5%
- ☐ 6–10%
- ☐ More than 10%

16. How much does each of the following statements describe the teachers at your school this year?

VR586396

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 |
|-----------------------------------------------------------------------|-------------------------------------------|---------------------------------------------|--------------------------------------------|----------------------------------------|
| VR586422<br>a. Teachers care about the students.                      | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586423<br>b. Students feel comfortable talking with their teachers. | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586424<br>c. Teachers expect students to do well.                   | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586425<br>d. Teachers are available when students need them.        | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586427<br>e. Teachers notice if students need help.                 | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |
| VR586428<br>f. Teachers treat all students respectfully.              | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                    | <input type="radio"/> D                |

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

VH240209

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

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

VH240210

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

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

VR760967

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

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

VH240213

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

21. This school year, which of the following types of educational content are available to students?

VR586397

Select one answer choice on 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 |
|----------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------|---------------------------------------------------|
| VR586429<br>a. Languages other than English (e.g., Spanish, French, or Mandarin) | <input type="radio"/> A                           | <input type="radio"/> B                            | <input type="radio"/> C                           |
| VR586430<br>b. Music (e.g., choir, band, or orchestra)                           | <input type="radio"/> A                           | <input type="radio"/> B                            | <input type="radio"/> C                           |
| VR586431<br>c. Art (e.g., drawing, painting, or performance art)                 | <input type="radio"/> A                           | <input type="radio"/> B                            | <input type="radio"/> C                           |
| VR595981<br>d. STEM or Technology Special                                        | <input type="radio"/> A                           | <input type="radio"/> B                            | <input type="radio"/> C                           |



## Appendix J3-20: Pilot Grade 12 (Core)

VH240382

### 1. What grades are taught in your school?

Select **one or more** answer choices.

- ☐ Ⓐ 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 **one or more** answer choices.

- ☐ Ⓐ 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?

VH253912

4. Of the students currently enrolled in your school, what percentage has been identified as English learners?

VH240208

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

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

VH240215

- ☐ A Yes
- ☐ B No

6. How does the school operate the program?

VH240216

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

7. 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%

8. 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.

9. Currently, approximately what percentage of students in your school receives the following services? Students who receive more than one service should be counted for each service they receive.

Select **one** answer choice on each row.

|                                                                                                       | None                    | 1–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | 76–90%                  | Over 90%                | Not applicable          |
|-------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VR795335<br>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 | <input type="radio"/> I |
| VR795336<br>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 | <input type="radio"/> I |
| VR795337<br>c. English as an Additional 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 | <input type="radio"/> I |
| VR795338<br>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 | <input type="radio"/> I |
| VR795339<br>e. Social-emotional supports (e.g., counseling, behavioral support, social work 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 | <input type="radio"/> I |

10. What is the total instructional time, excluding breaks, in a typical school day for a twelfth-grade student?

Enter the number of hours and minutes.

hours and   minutes a day

11. Does your school have one-to-one availability of **laptop computers, tablets, or Chromebooks**?

- ☐ A Yes  
☐ B No

12. 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.
- Ⓓ No, the school does not require the use of devices.

13. 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

14. To what extent is the school Internet connection reliable throughout the school day?

- Ⓐ Not at all reliable
- Ⓑ Somewhat reliable
- Ⓒ Reliable
- Ⓓ Very reliable

15. To what extent is the school Internet connection speed adequate for all student activities?

- Ⓐ Not at all adequate
- Ⓑ Somewhat adequate
- Ⓒ Adequate
- Ⓓ Very adequate

16. Generative AI refers to a type of artificial intelligence technology that can generate text, images, and other content based on the data it was trained on.  
How familiar are you with generative AI tools?

- Ⓐ Not at all familiar
- Ⓑ A little familiar
- Ⓒ Somewhat familiar
- Ⓓ Quite familiar
- Ⓔ Extremely familiar

17. Does your school currently have policies in place regarding the use of generative AI tools by staff and students?

- Ⓐ Yes, for staff and students
- Ⓑ Yes, only for staff
- Ⓒ Yes, only for students
- Ⓓ No

18. For all teacher counts entered in this item:

*INCLUDE these types of teachers:*

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

*INCLUDE these types of teachers:*

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

*DO NOT INCLUDE:*

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

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

Full-time teachers

Part-time teachers

19. 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%

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

VH547401

- ☐ A Yes
- ☐ B No

21. How much does each of the following statements describe the teachers at your school this year?

VR795328

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 | Somewhat like the teachers at my school | Quite a bit like the teachers at my school | Exactly like the teachers at my school |
|--------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------|-----------------------------------------|--------------------------------------------|----------------------------------------|
| VR795340<br>a. Teachers care about students.                                         | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                 | <input type="radio"/> D                    | <input type="radio"/> E                |
| VR795341<br>b. Teachers try to make their students feel comfortable talking to them. | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                 | <input type="radio"/> D                    | <input type="radio"/> E                |
| VR795342<br>c. Teachers expect students to do well.                                  | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                 | <input type="radio"/> D                    | <input type="radio"/> E                |
| VR795343<br>d. Teachers are available when students need them.                       | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                 | <input type="radio"/> D                    | <input type="radio"/> E                |
| VR795344<br>e. Teachers notice if students need help.                                | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                 | <input type="radio"/> D                    | <input type="radio"/> E                |
| VR795345<br>f. Teachers treat all students respectfully.                             | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                 | <input type="radio"/> D                    | <input type="radio"/> E                |
| VR795346<br>g. Teachers try to understand students' problems.                        | <input type="radio"/> A                   | <input type="radio"/> B                     | <input type="radio"/> C                 | <input type="radio"/> D                    | <input type="radio"/> E                |

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

VH240209

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



23. 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%

VR835093

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

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

VR835097

25. In this school year, which of the following types of educational content are available to students?

Select **one** answer choice on 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. |
|-------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------|----------------------------------------------------|
| VR835098<br>a. Languages other than English (e.g., Spanish, French, Mandarin) | <input type="radio"/> Ⓐ                            | <input type="radio"/> Ⓑ                             | <input type="radio"/> Ⓒ                            |
| VR835101<br>b. Music (e.g., choir, band, orchestra)                           | <input type="radio"/> Ⓐ                            | <input type="radio"/> Ⓑ                             | <input type="radio"/> Ⓒ                            |
| VR835100<br>c. Art (e.g., drawing, painting, performance art)                 | <input type="radio"/> Ⓐ                            | <input type="radio"/> Ⓑ                             | <input type="radio"/> Ⓒ                            |
| VR835099<br>d. STEM (Science, Technology, Engineering, and Mathematics)       | <input type="radio"/> Ⓐ                            | <input type="radio"/> Ⓑ                             | <input type="radio"/> Ⓒ                            |

26. Of the students in last year's graduating class, approximately what percentage is doing each of the following?

VH241932

Select **one** answer choice on each row.

|                                                                                               | 0–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | Over 75%                | I don't know.           |
|-----------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH241933</small><br>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 |
| <small>VH241935</small><br>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 |
| <small>VH241934</small><br>c. Attending a vocational-technical 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 |
| <small>VH241937</small><br>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 |
| <small>VH241936</small><br>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 |

27. Does your school offer any of the following services to students on a regular basis?

VH741199

Select **one** answer choice on each row.

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



## Appendix J3-21: Pilot Grade 4 (Mathematics)

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

VH270370

- ☐ A Yes  
☐ B No

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

VH270371

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

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

VH591761

Enter the number of teachers.

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?

VH854094

- ☐ A Yes, available full-time to fourth-grade students  
☐ B Yes, available part-time to fourth-grade students  
☐ C 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?

VH854252

Select one answer choice on each row.

|                                                                                                                        | Not at all              | Small extent            | Moderate extent         | Large extent            |
|------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH854255</small><br>a. Provide math 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 |
| <small>VH854258</small><br>b. Provide math 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 |
| <small>VH854259</small><br>c. Provide math enrichment to individual students                                           | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| <small>VH854260</small><br>d. Provide math enrichment to groups of students                                            | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

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?

VH854099

- ☐ A Yes, available full-time to fourth-grade teachers  
☐ B Yes, available part-time to fourth-grade teachers  
☐ C 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?

VH854270

Select one answer choice on each row.

|                                                                                                                           | Not at all              | Small extent            | Moderate extent         | Large extent            |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH854364</small><br>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 |
| <small>VH854365</small><br>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 |
| <small>VH854367</small><br>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 |
| <small>VH854368</small><br>d. Provide support/assistance with differentiated or group instruction                         | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

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?

VH811912

Select one answer choice on each row.

|                             | Not taught              | No emphasis             | Little emphasis         | Moderate emphasis       | Heavy emphasis          | Grade not in school     |
|-----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VH811917<br>a. Third grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| VH811918<br>b. Fourth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| VH811919<br>c. Fifth grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |
| VH811921<br>d. Sixth grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F |

9. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments?

VH240931

Select one answer choice on each row.

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

10. To what extent is your school's mathematics program structured according to the following resources?

VH240919

Select one answer choice on each row.

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

11. In this school year, did your school offer any of the following activities?

VR587441

Select one answer choice on each row.

|                                                                                                                                                                                          | Yes                   | No                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| VR587457<br>a. Mathematics competitions (e.g., school team competitions, state competitions, Math League, Math Counts, or Mathematical Olympiads)                                        | <input type="radio"/> | <input type="radio"/> |
| VR736860<br>b. Chess clubs                                                                                                                                                               | <input type="radio"/> | <input type="radio"/> |
| VR587459<br>c. Coding classes                                                                                                                                                            | <input type="radio"/> | <input type="radio"/> |
| VR587456<br>d. Programming classes (e.g., classes for programming 3-D printers, mazes, games, or robots)                                                                                 | <input type="radio"/> | <input type="radio"/> |
| VR587460<br>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"/> |
| VR736863<br>f. Teacher-led tutoring sessions in mathematics for groups of students                                                                                                       | <input type="radio"/> | <input type="radio"/> |
| VR736864<br>g. Peer tutoring in mathematics                                                                                                                                              | <input type="radio"/> | <input type="radio"/> |
| VR596979<br>h. Math family nights where students and parents do mathematical activities together                                                                                         | <input type="radio"/> | <input type="radio"/> |

## Appendix J3-22: Pilot Grade 12 (Mathematics)

1. Approximately what percentage of students in this year's graduating class has enrolled in a remote learning course for the following subjects?

VH860442

(Remote 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.)

Select **one** answer choice on each row.

|                                                               | Not offered           | 0%                    | 1–5%                  | 6–10%                 | 11–25%                | 26–50%                | 51–75%                | Over 75%              |
|---------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <small>VH860443</small><br>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"/> |
| <small>VH860444</small><br>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"/> |
| <small>VH860445</small><br>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"/> |
| <small>VH860450</small><br>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"/> |
| <small>VH860447</small><br>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"/> |
| <small>VH860448</small><br>f. World 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"/> |
| <small>VH860449</small><br>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"/> |

2. 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?

VH241077

(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.)

Select **one** answer choice on each row.

|                                                                                  | 0%                    | 1–5%                  | 6–10%                 | 11–25%                | 26–50%                | 51–75%                | Over 75%              |
|----------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <small>VH241078</small><br>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"/> |
| <small>VH241079</small><br>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"/> |
| <small>VH859714</small><br>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"/> |
| <small>VH241080</small><br>d. Through remote learning                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



3. 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

4. Are courses of at least one semester in length taught in your school in each of the following subjects?

VR796009

Select **one** answer choice on each row.

|                                                                                       | Yes | No |
|---------------------------------------------------------------------------------------|-----|----|
| a. Trigonometry<br>VR796018                                                           | Ⓐ   | Ⓑ  |
| b. International Baccalaureate® (IB) Mathematics<br>VR796019                          | Ⓐ   | Ⓑ  |
| c. Advanced Placement® (AP) Precalculus<br>VR796020                                   | Ⓐ   | Ⓑ  |
| d. Precalculus or introductory analysis (other than AP Precalculus)<br>VR796021       | Ⓐ   | Ⓑ  |
| e. AP Calculus AB<br>VR796022                                                         | Ⓐ   | Ⓑ  |
| f. AP Calculus BC<br>VR796023                                                         | Ⓐ   | Ⓑ  |
| g. Calculus (other than AP Calculus)<br>VR796024                                      | Ⓐ   | Ⓑ  |
| h. AP Statistics<br>VR796025                                                          | Ⓐ   | Ⓑ  |
| i. Probability and/or statistics (other than AP Statistics)<br>VR796026               | Ⓐ   | Ⓑ  |
| j. Integrated mathematics 3 (third year of a multi-year course)<br>VR796016           | Ⓐ   | Ⓑ  |
| k. Integrated mathematics 4 (fourth year of a multi-year course)<br>VR796017          | Ⓐ   | Ⓑ  |
| l. Computer programming (e.g., Java, Python, etc.)<br>VR835027                        | Ⓐ   | Ⓑ  |
| m. AP Computer Science Principles<br>VR796027                                         | Ⓐ   | Ⓑ  |
| n. AP Computer Science A<br>VR796028                                                  | Ⓐ   | Ⓑ  |
| o. Computer science (other than AP Computer Science)<br>VR796029                      | Ⓐ   | Ⓑ  |
| p. Data science<br>VR796030                                                           | Ⓐ   | Ⓑ  |
| q. Other advanced mathematics courses beyond Algebra II (Please specify):<br>VR835028 | Ⓐ   | Ⓑ  |

5. Which of the following mathematics courses are required for high school graduation?

VH241021

Select **one** answer choice on each row.

|                                                                              | Yes                   | No                    |
|------------------------------------------------------------------------------|-----------------------|-----------------------|
| a. Algebra I<br>VH241022                                                     | <input type="radio"/> | <input type="radio"/> |
| b. Geometry<br>VH241023                                                      | <input type="radio"/> | <input type="radio"/> |
| c. Algebra II<br>VH241024                                                    | <input type="radio"/> | <input type="radio"/> |
| d. Statistics/Probability<br>VH241025                                        | <input type="radio"/> | <input type="radio"/> |
| e. Integrated mathematics 1 (first year of a multi-year course)<br>VH241032  | <input type="radio"/> | <input type="radio"/> |
| f. Integrated mathematics 2 (second year of a multi-year course)<br>VH241033 | <input type="radio"/> | <input type="radio"/> |
| g. Integrated mathematics 3 (third year of a multi-year course)<br>VH241034  | <input type="radio"/> | <input type="radio"/> |
| h. Integrated mathematics 4 (fourth year of a multi-year course)<br>VH241028 | <input type="radio"/> | <input type="radio"/> |
| i. Other mathematics course (Please specify):<br>VH241031<br>_____           | <input type="radio"/> | <input type="radio"/> |

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

VH240078

- ☐ Yes  
☐ No

7. 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.

VH733475

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

8. 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%

9. This year, how many teachers are teaching mathematics in your school?

Enter the number of teachers.

10. To what extent is your school's mathematics program structured according to the following resources?

Select **one** answer choice on each row.

|                                                                                                  | Not at all | Small extent | Moderate extent | Large extent |
|--------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|
| <small>VH240921</small><br>a. District curriculum standards, curriculum guides, or pacing guides | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH240920</small><br>b. State curriculum standards or frameworks                           | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH240923</small><br>c. In-school curriculum frameworks and standards for learning         | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |

11. To what extent does your school's twelfth-grade mathematics curriculum focus on preparation for the following types of assessments?

Select **one** answer choice on each row.

|                                                                                               | Not at all | Small extent | Moderate extent | Large extent |
|-----------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|
| <small>VH733487</small><br>a. District assessments                                            | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH733486</small><br>b. State assessments                                               | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH733485</small><br>c. School assessments (e.g., quizzes or tests created by teachers) | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |



12. Are there any additional mathematics staff (e.g., mathematics specialist, mathematics coach, mathematics lead teacher, mathematics supervisor, or department head) available to twelfth-grade **teachers** at your school?

Select **one or more** answer choices.

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

13. To what extent is each of the following a responsibility of the additional mathematics staff available to twelfth-grade **teachers** at your school?

VR796012

Select **one** answer choice on each row.

|                                                                                                                              | Not at all              | Small extent            | Moderate extent         | Large extent            |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VR835029<br>a. Provide support or assistance with mathematics content                                                        | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR835030<br>b. Provide support or assistance with the teaching of mathematics to individual teachers                         | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR796033<br>c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers      | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR835031<br>d. Provide support or assistance with the use of technology in mathematics instruction to individual teachers    | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR835032<br>e. Provide professional development about the use of technology in mathematics instruction to groups of teachers | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR796034<br>f. 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 |

VR835033

14. In addition to their regular mathematics teachers, are there any additional mathematics staff (e.g., mathematics specialist, mathematics coach, mathematics lead teacher, or mathematics supervisor) available to twelfth-grade **students** at your school?

Select **one or more** answer choices.

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

15. To what extent is each of the following a responsibility of the additional mathematics staff available to twelfth-grade **students** at your school?

VR835034

Select **one** answer choice on each row.

|                                                                                                                | Not at all              | Small extent            | Moderate extent         | Large extent            |
|----------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VR835035<br>a. Provide mathematics 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 |
| VR835036<br>b. Provide mathematics 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 |
| VR835037<br>c. Provide mathematics enrichment to individual students                                           | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR835038<br>d. Provide mathematics enrichment to groups of students                                            | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

16. 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?

VH241070

(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.)

Select **one** answer choice on each row.

|                                           | 0%                      | 1–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | Over 75%                |
|-------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VH241071<br>a. On your high school campus | <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 |
| VH241072<br>b. On a postsecondary campus  | <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 |
| VH241074<br>c. Through remote learning    | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G |

17. In this school year, did your school offer any of the following activities?

VR796013

Select **one** answer choice on each row.

|                                                                                                                                                   | Yes                   | No                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| VR796035<br>a. Mathematics competitions (e.g., school team competitions, state competitions, Math League, Math Counts, or Mathematical Olympiads) | <input type="radio"/> | <input type="radio"/> |
| VR796038<br>b. Computer programming competitions                                                                                                  | <input type="radio"/> | <input type="radio"/> |
| VR796041<br>c. Mathematics clubs                                                                                                                  | <input type="radio"/> | <input type="radio"/> |
| VR796036<br>d. Chess clubs                                                                                                                        | <input type="radio"/> | <input type="radio"/> |
| VR796040<br>e. Gaming clubs or classes                                                                                                            | <input type="radio"/> | <input type="radio"/> |
| VR835039<br>f. Robotics clubs                                                                                                                     | <input type="radio"/> | <input type="radio"/> |
| VR796037<br>g. Coding clubs or classes                                                                                                            | <input type="radio"/> | <input type="radio"/> |
| VR835040<br>h. Computer programming clubs or classes                                                                                              | <input type="radio"/> | <input type="radio"/> |
| VR796042<br>i. Teacher-led tutoring sessions in mathematics for groups of students                                                                | <input type="radio"/> | <input type="radio"/> |
| VR796043<br>j. Peer tutoring in mathematics                                                                                                       | <input type="radio"/> | <input type="radio"/> |
| VR796045<br>k. Other (Please specify):<br>_____                                                                                                   | <input type="radio"/> | <input type="radio"/> |

## Appendix J3-23: 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?

- Ⓐ Yes, available full-time to fourth-grade students  
 Ⓑ Yes, available part-time to fourth-grade students  
 Ⓒ 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** answer choice on each row.

|                                                                                                                                                | Not at all | Small extent | Moderate extent | Large extent |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|
| VH813032<br>a. Provide English/language arts course-related support, remediation, or intervention to individual students                       | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| VH813033<br>b. Provide English/language arts course-related support, remediation, or intervention to groups of students                        | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| VH813034<br>c. Provide English/language arts enrichment to individual students                                                                 | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| VH813035<br>d. Provide English/language arts enrichment to groups of students                                                                  | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| VH813037<br>e. Provide instruction for gifted and talented students                                                                            | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| VH813038<br>f. Provide instruction for students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| VR730221<br>g. Provide instruction for English learners (ELs)                                                                                  | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |

VH813095

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?

- Ⓐ Yes, available full-time to fourth-grade teachers  
 Ⓑ Yes, available part-time to fourth-grade teachers  
 Ⓒ 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** answer choice on each row.

|                                                                                                                                                                  | Not at all              | Small extent            | Moderate extent         | Large extent            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VH813098<br>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 |
| VH813099<br>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 |
| VH813100<br>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 |
| VH813101<br>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 |

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** answer choice on each row.

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



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)?

VR588465

Select **one** answer choice on each row.

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

7. To what extent is your school's English/language arts program structured according to the following resources?

VH240605

Select **one** answer choice on each row.

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

8. Does your **state** require that your school use any of the following?

VR834383

Select **one** answer choice on each row.

|                                                                           | Yes                   | No                    | I don't know.         |
|---------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| VR834403<br>a. A multi-tiered system of supports (MTSS)                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VR834404<br>b. A Science of Reading approach, as defined by your state    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| VR834405<br>c. Another evidence-based approach (Please specify):<br>_____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. Does your **district** require that your school use any of the following?

VR834382

Select **one** answer choice on each row.

|                                                                           | Yes                     | No                      | I don't know.           |
|---------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|
| VR834400<br>a. A multi-tiered system of supports (MTSS)                   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| VR834401<br>b. A Science of Reading approach, as defined by your state    | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| VR834402<br>c. Another evidence-based approach (Please specify):<br>_____ | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |

10. In each of the following grades, how much emphasis does your school's reading curriculum place on developing students' **decoding skills** through systematic and explicit phonics (e.g., teaching a planned sequence of letter-sound relationships)?

VR802666

Select **one** answer choice on each row.

|                             | No emphasis             | A little emphasis       | Some emphasis           | Quite a bit of emphasis | A lot of emphasis       | This grade is not in my school. |
|-----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------------|
| VR802682<br>a. Kindergarten | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR802683<br>b. First grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR802684<br>c. Second grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR802685<br>d. Third grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR802686<br>e. Fourth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |

11. In each of the following grades, how much emphasis does your school's reading curriculum place on developing students' **oral reading fluency**?

VR802667

Select **one** answer choice on each row.

|                             | No emphasis             | A little emphasis       | Some emphasis           | Quite a bit of emphasis | A lot of emphasis       | This grade is not in my school. |
|-----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------------|
| VR802687<br>a. Kindergarten | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR802688<br>b. First grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR802689<br>c. Second grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR802690<br>d. Third grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR802691<br>e. Fourth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |

12. In each of the following grades, how much emphasis does your school's reading curriculum place on developing students' **vocabulary**?

Select **one** answer choice on each row.

|                             | No emphasis             | A little emphasis       | Some emphasis           | Quite a bit of emphasis | A lot of emphasis       | This grade is not in my school. |
|-----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------------|
| VR834406<br>a. Kindergarten | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR834407<br>b. First grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR834408<br>c. Second grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR834409<br>d. Third grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR834410<br>e. Fourth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |

13. In each of the following grades, how much emphasis does your school's reading curriculum place on developing students' **reading comprehension skills**?

Select **one** answer choice on each row.

|                             | No emphasis             | A little emphasis       | Some emphasis           | Quite a bit of emphasis | A lot of emphasis       | This grade is not in my school. |
|-----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------------|
| VR834411<br>a. Kindergarten | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR834412<br>b. First grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR834413<br>c. Second grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR834414<br>d. Third grade  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |
| VR834415<br>e. Fourth grade | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F         |

14. To what extent does your school's fourth-grade English/language arts curriculum focus on preparation for the following types of assessments?

Select **one** answer choice on each row.

|                                                                                                                        | Not at all              | Small extent            | Moderate extent         | Large extent            |
|------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VR588488<br>a. School or district assessments                                                                          | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR588487<br>b. State assessments                                                                                       | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR588489<br>c. Classroom-based tests developed by teachers in your school or district                                  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR597685<br>d. Classroom-based tests developed by educational assessment providers (e.g., Pearson, McGraw Hill, Wiley) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |



15. How much is your school's ability to provide instruction affected by a lack of the following resources?

Select **one** answer choice on each row.

|                                                                                       | Not at all              | A little                | Some                    | A lot                   |
|---------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <small>VH260138</small><br>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 |
| <small>VH260140</small><br>b. Computer software for English/language arts instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| <small>VH260142</small><br>c. Library books                                           | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| <small>VH855315</small><br>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 |

16. 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 J3-24: Pilot Grade 12 (Reading)

VR794650

1. In addition to their regular English/language arts teachers, are there any additional English/language arts staff (e.g., English/language arts specialist, literacy coach) available to twelfth-grade **students** at your school?

Select **one or more** answer choices.

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

VR794651

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

Select **one** answer choice on each row.

|                                                                                                                                                | Not at all              | Small extent            | Moderate extent         | Large extent            |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VR794666<br>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 |
| VR794667<br>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 |
| VR794668<br>c. Provide English/language arts enrichment or instruction to individual students                                                  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR794669<br>d. Provide English/language arts enrichment or instruction to groups of students                                                   | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR794670<br>e. Provide instruction for gifted and talented students                                                                            | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| VR794671<br>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 |
| VR794672<br>g. Provide instruction for English learners (ELs)                                                                                  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

VR794652

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

Select **one or more** answer choices.

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

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

|                                                                                                                                                                     | Not at all              | Small extent            | Moderate extent         | Large extent            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VR794673<br>a. Conduct professional development for groups of teachers in 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 |
| VR794674<br>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 |
| VR794675<br>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 |
| VR794676<br>d. Provide assistance/support to individual or groups of teachers in using technology and media to support reading or English/language arts instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

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** answer choice on each row.

|                                                                                                                      | Yes                     | No                      |
|----------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|
| VR794680<br>a. Special Education teachers (and related service providers)                                            | <input type="radio"/> A | <input type="radio"/> B |
| VR794681<br>b. Reading specialists or literacy coaches                                                               | <input type="radio"/> A | <input type="radio"/> B |
| VR794682<br>c. Speech-language pathologists                                                                          | <input type="radio"/> A | <input type="radio"/> B |
| VR794683<br>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities            | <input type="radio"/> A | <input type="radio"/> B |
| VR833629<br>e. Paraprofessionals or teacher aides who are <b>not</b> trained to work with students with disabilities | <input type="radio"/> A | <input type="radio"/> B |

6. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts instruction for twelfth-grade English learners (ELs)?

Select **one** answer choice on each row.

|                                                                                                    |          | Yes                   | No                    |
|----------------------------------------------------------------------------------------------------|----------|-----------------------|-----------------------|
| a. Certified EL teachers                                                                           | VR794685 | <input type="radio"/> | <input type="radio"/> |
| b. Certified bilingual education teachers                                                          | VR833631 | <input type="radio"/> | <input type="radio"/> |
| c. Reading specialists or literacy coaches                                                         | VR833632 | <input type="radio"/> | <input type="radio"/> |
| d. Speech-language pathologists                                                                    | VR794687 | <input type="radio"/> | <input type="radio"/> |
| e. Librarians or media specialists                                                                 | VR861320 | <input type="radio"/> | <input type="radio"/> |
| f. Paraprofessionals or teacher aides who are trained to work with students who are ELs            | VR794688 | <input type="radio"/> | <input type="radio"/> |
| g. Paraprofessionals or teacher aides who are <b>not</b> trained to work with students who are ELs | VR833633 | <input type="radio"/> | <input type="radio"/> |
| h. Parent volunteers                                                                               | VR794689 | <input type="radio"/> | <input type="radio"/> |
| i. Community volunteers                                                                            | VR833634 | <input type="radio"/> | <input type="radio"/> |

7. How much is your school's ability to provide instruction affected by a lack of the following resources?

Select **one** answer choice on each row.

|                                                                             | Not at all            | A little              | Some                  | A lot                 |
|-----------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Teachers with a specialization or certification in English/language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Reading specialists or literacy coaches                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Educational technology software for English/language arts instruction    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Library books                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Apps or websites for English/language arts instruction                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Bilingual materials to assist ELs                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. In this school year, were any of the following offered to your English/language arts teachers?

Select **one** answer choice on each row.

|                                                                                                                                | Yes                   | No                    |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| VR794693<br>a. In-person professional development related to English/language arts instruction                                 | <input type="radio"/> | <input type="radio"/> |
| VR794694<br>b. Online professional development (e.g., webinars, modules, classes) related to English/language arts instruction | <input type="radio"/> | <input type="radio"/> |
| VR794695<br>c. English/language arts professional learning communities                                                         | <input type="radio"/> | <input type="radio"/> |
| VR794696<br>d. English/language arts grade-based professional learning communities                                             | <input type="radio"/> | <input type="radio"/> |
| VR833639<br>e. Cross-curricular professional learning communities                                                              | <input type="radio"/> | <input type="radio"/> |
| VR833640<br>f. Cross-curricular grade-based professional learning communities                                                  | <input type="radio"/> | <input type="radio"/> |
| VR794697<br>g. Peer mentoring                                                                                                  | <input type="radio"/> | <input type="radio"/> |

9. Are courses of at least one semester in length taught in your school in each of the following subjects?

Select **one** answer choice on each row.

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

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

- ☐ Yes  
☐ No



11. 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?

(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.)

Select **one** answer choice on each row.

|                                           | 0%                      | 1–5%                    | 6–10%                   | 11–25%                  | 26–50%                  | 51–75%                  | Over 75%                |
|-------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| VH240751<br>a. On your high school campus | <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 |
| VH240752<br>b. On a postsecondary campus  | <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 |
| VH240753<br>c. Through remote learning    | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> E | <input type="radio"/> F | <input type="radio"/> G |

VR861321

12. Does your school offer a credit recovery program?

(Credit recovery programs allow students to retake a previously failed course required for high school graduation. Credit recovery courses may be available online or in alternative settings and can be scheduled at different times to meet the students' needs.)

- ☐ A Yes  
☐ B No

VR952304

13. What percentage of students in this year's graduating class are currently retaking an English/language arts course through a credit recovery program?

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

14. Not including courses taken through a credit recovery program, what percentage of students in this year's graduating class are currently retaking an English/language arts course to meet graduation requirements?

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

15. To what extent is your school's English/language arts program structured according to the following resources?

VH240605

Select **one** answer choice on each row.

|                                                                                                  | Not at all | Small extent | Moderate extent | Large extent |
|--------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|
| <small>VH240607</small><br>a. District curriculum standards, curriculum guides, or pacing guides | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH240606</small><br>b. State curriculum standards or frameworks                           | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH240609</small><br>c. In-school curriculum frameworks and standards for learning         | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |

16. To what extent does your school's twelfth-grade English/language arts curriculum focus on preparation for the following types of assessments?

VH240721

Select **one** answer choice on each row.

|                                                                                               | Not at all | Small extent | Moderate extent | Large extent |
|-----------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|
| <small>VH240724</small><br>a. District assessments                                            | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH240725</small><br>b. State assessments                                               | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |
| <small>VH240723</small><br>c. School assessments (e.g., quizzes or tests created by teachers) | Ⓐ          | Ⓑ            | Ⓒ               | Ⓓ            |

## 17. Does your school promote reading in any of the following ways?

Select one answer choice on each row.

|                                                                                                                         | Yes                   | No                    |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| VR794660<br>a. Encouraging teachers and staff to model reading for enjoyment for students                               | <input type="radio"/> | <input type="radio"/> |
| VR794661<br>b. Organizing reading-related activities (e.g., monthly reading challenges, giveaways)                      | <input type="radio"/> | <input type="radio"/> |
| VR794662<br>c. Organizing book clubs, either during or outside of class                                                 | <input type="radio"/> | <input type="radio"/> |
| VR794663<br>d. Spotlighting individual authors (e.g., through an announcement, bulletin board, guest speaker)           | <input type="radio"/> | <input type="radio"/> |
| VR794664<br>e. Providing opportunities for students to share their own reading recommendations                          | <input type="radio"/> | <input type="radio"/> |
| VR794665<br>f. Providing funding for classroom reading materials                                                        | <input type="radio"/> | <input type="radio"/> |
| VR833622<br>g. Providing classroom lending libraries for extracurricular reading                                        | <input type="radio"/> | <input type="radio"/> |
| VR833623<br>h. Requiring students to visit the school library during classes                                            | <input type="radio"/> | <input type="radio"/> |
| VR833624<br>i. Supporting access to online libraries or e-book services (e.g., OverDrive, Libby)                        | <input type="radio"/> | <input type="radio"/> |
| VR833625<br>j. Providing training on how to access resources from the library                                           | <input type="radio"/> | <input type="radio"/> |
| VR833626<br>k. Encouraging students to read for enjoyment during study hall or other free periods during the school day | <input type="radio"/> | <input type="radio"/> |
| VR833627<br>l. Encouraging students to spend a certain minimum amount of time reading for enjoyment each week           | <input type="radio"/> | <input type="radio"/> |

## 18. Approximately how much time are twelfth-grade students encouraged to spend reading for enjoyment each week?

VR833628

  hours,   minutes per week



## Appendix J3-25: Pilot Grade 4 (Charter School)

1. Is your school a public charter school?

VH240223

(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

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

VH254022

3. Who granted your school's current charter?

VH860788

- ☐ 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

4. What is the legal status of your school?

VH240225

- ☐ 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?

VH240226

- ☐ A Yes
- ☐ B No

6. How many schools are part of your charter school network?

VH812949

- ☐ Ⓐ 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?

VH240227

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

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

VH812950

- ☐ Ⓐ For-profit
- ☐ Ⓑ Nonprofit

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

VH240228

- ☐ Ⓐ 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?

VH241944

Select one answer choice on each row.

|                                          | Yes                     | No                      |
|------------------------------------------|-------------------------|-------------------------|
| a. Home learning environment<br>VH241951 | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| b. Homework<br>VH241946                  | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| c. Parent volunteering<br>VH241952       | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| d. Student attendance<br>VH241945        | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |
| e. Student promotion policy<br>VH241950  | <input type="radio"/> Ⓐ | <input type="radio"/> Ⓑ |

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 J3-25: Pilot Grade 12 (Charter School)

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

VH240223

(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

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

VH254022

3. Who granted your school's current charter?

VH860788

- ☐ 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

4. What is the legal status of your school?

VH240225

- ☐ 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?

VH240226

- ☐ A Yes
- ☐ B No

6. How many schools are part of your charter school network?

VH812949

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

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

VH812950

- ☐ A For-profit
- ☐ B Nonprofit

8. How many days per school year is your school open for instruction? **Do not** count summer school.

VH812951

Enter the number of days.

days

9. 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, e.g., the arts, math/science, foreign language immersion.
- ☐ C Our curriculum is based on a particular educational theory, e.g., Montessori, open school, Core Knowledge.
- ☐ D Our curriculum is based on a particular moral philosophy or set of values, e.g., African-centered education, character-based education, Eastern philosophy.

10. 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

11. Are the following elements addressed in your charter-parent contract?

Select **one** answer choice on each row.

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