This section should be completed by the principal or the head of the school.
1. What grades are taught in your school? Select all squares that apply.

- Pre-kindergarten
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
2. Can your school be described by any of the following? Select all squares that apply.

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

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

- American Association of Christian Schools
- Association of Christian Schools International
- Christian Schools International
- National Association of Episcopal Schools
- National Association of Independent Schools
- National Catholic Educational Association
- National Society of Hebrew Day Schools
- The Association of Boarding Schools
- Other (Please specify): ________________
- None of the above
4. What is the current enrollment in your school?


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


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

○ 0%
○ 1–2%
○ 3–5%
○ 6–10%
○ More than 10%


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

○ 0%
○ 1–5%
○ 6–10%
○ 11–25%
○ 26–50%
○ 51–75%
○ 76–90%
○ Over 90%
8. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- 0%
- 1–3%
- 4–6%
- 7–10%
- 11–20%
- Over 20%

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

- 0%
- 1–3%
- 4–6%
- 7–10%
- 11–20%
- Over 20%

10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

- 0–2%
- 3–5%
- 6–10%
- More than 10%
11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- 0–2%
- 3–5%
- 6–10%
- More than 10%

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

- Yes
- No Questions 13–15 are not applicable and will be skipped.

13. How does the school operate the program?

- Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. Question 14 is not applicable and will be skipped.
- All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

14. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected?

- This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011 or earlier
15. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

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

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

- No
- Yes, our school receives funds, which are targeted to eligible students.
- Yes, our school receives funds, which are used for schoolwide purposes.
17. 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.

<table>
<thead>
<tr>
<th>Service</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>
</thead>
<tbody>
<tr>
<td>a. Targeted Title I services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Gifted and talented program</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Instruction provided in student's home language (non-English)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. English-as-a-second-language (not in a bilingual education program)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Special education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

- ☐ 0
- ☐ 1–5
- ☐ 6–10
- ☐ 11–15
- ☐ 16–25
- ☐ More than 25
19. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select one circle in each row.

<table>
<thead>
<tr>
<th></th>
<th>Not applicable</th>
<th>0–10%</th>
<th>11–25%</th>
<th>26–50%</th>
<th>Over 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Volunteer regularly to help in the classroom or another part of the school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Attend teacher–parent conferences</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

a. Full-time

_________ Full-time teachers

b. Part-time

_________ Part-time teachers
21. Does your school or district offer tenure to teachers?
   ☐ Yes
   ☐ No

22. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select one circle in each row.

<table>
<thead>
<tr>
<th>Category</th>
<th>0–10%</th>
<th>11–25%</th>
<th>26–50%</th>
<th>51–75%</th>
<th>76–90%</th>
<th>Over 90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Non-tenured teachers who had taught for at least one year</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Tenured teachers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

23. In the last school year, how many full-time teachers were new to your school?

   ☐ ☐ ☐

   If you answered 0, Question 24 is not applicable and will be skipped.

24. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

   ☐ 0–10%
   ☐ 11–25%
   ☐ 26–50%
   ☐ 51–75%
   ☐ 76–90%
   ☐ Over 90%
25. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select all squares that apply.

- Desktop computers
- Laptop computers (including Chromebooks)
- Tablets (for example, Surface Pro, iPad, Kindle Fire)
- Other digital devices (Please specify):______________

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

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

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

- In some classrooms
- In all classrooms
- In a media center
- In a computer lab
- In the school library
- Other (Please specify):______________
28. What is the total number of laptop computers (including Chromebooks) available for students in your school? Enter the number of laptop computers.

29. What is the average age of the laptop computers (including Chromebooks) in your school?
   - ☐ Up to 2 years old
   - ☐ More than 2 years but less than 4 years old
   - ☐ More than 4 years but less than 6 years old
   - ☐ 6 years old or more
   - ☐ I don’t know.

30. In your school, where are laptop computers (including Chromebooks) available for students to work? Select all squares that apply.
   - ☐ In some classrooms
   - ☐ In all classrooms
   - ☐ In a media center
   - ☐ In a computer lab
   - ☐ In the school library
   - ☐ On mobile carts
   - ☐ Other (Please specify): ________________

31. 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.

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

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

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

☐ In some classrooms
☐ In all classrooms
☐ In a media center
☐ In a computer lab
☐ In the school library
☐ On mobile carts
☐ Other (Please specify): ____________________

34. 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
35. This school year, did your school offer technical support to teachers for **computers** and **tablets** used in this school?

- ☑ Yes, we are partnering with a provider outside the school.
- ☑ Yes, we have technical support staff in the school.
- ☑ No

36. How often do teachers do the following in this school? Select **one** circle in each row.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>About once or twice a year</th>
<th>About once or twice a month</th>
<th>About once or twice a week</th>
<th>Every day or almost every day</th>
<th>Several times a day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teach jointly as a team in the same class</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>b. Observe other teachers’ classes and provide feedback</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>c. Engage in discussions about the learning development of specific students</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>d. Work with other teachers during common planning times to ensure common standards in evaluations for assessing student progress</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>
1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select one circle in each row.

<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. Use of English/language arts across the curriculum</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>b. Interpreting and analyzing literature</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>c. Interpreting and analyzing informational texts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>d. Understanding the cognitive process of an individual when they are reading or writing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>e. Use of scoring guides to evaluate student work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>f. Instructional strategies for teaching English/language arts</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

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

☐ Yes, available full-time to eighth-grade students

☐ Yes, available part-time to eighth-grade students

☒ No Question 3 is not applicable and will be skipped.
3. 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.

<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 one-on-one help to students on various reading topics</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Provide one-on-one help to students at various achievement levels</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

☐ Yes, available full-time to eighth-grade teachers
☐ Yes, available part-time to eighth-grade teachers
☐ No Question 5 is not applicable and will be skipped.

5. 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.

<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 assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</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>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
6. To what extent is your school’s English/language arts program structured according to the following resources? Select one circle in each row.

<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. District curriculum standards or curriculum guides</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. State curriculum standards or frameworks</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. In-school curriculum frameworks and standards for learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Results from district assessments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Results from state assessments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Recommendations from school English/language arts department</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Discretion of individual teachers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Resources found on the Internet</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
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.

<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. District assessments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. State assessments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. School assessments (e.g., quizzes or tests created by teachers)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

- ☐ Not at all
- ☐ Small extent
- ☐ Moderate extent
- ☐ Large extent
9. 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.

<table>
<thead>
<tr>
<th>Personnel Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Special Education teachers (and related service providers)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Reading specialists or literacy coaches</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Speech pathologists</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Paraprofessionals or teacher aides who are trained to work with students with disabilities</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Parent volunteers</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
10. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English language learners (ELL)? Select one circle in each row.

<table>
<thead>
<tr>
<th>Personnel to Assist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Certified ELL/bilingual education teachers</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Reading specialists or literacy coaches</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Speech pathologists</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Paraprofessionals or teacher aides who are trained to work with students who are ELL</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Parent volunteers</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Resources</th>
<th>Not at all</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers with a specialization in English/language arts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Computer software for English/language arts instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Library books</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Audio-visual resources for English/language arts instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
1. In your school, approximately what percentage of eighth-grade students enroll in more than one mathematics class in a year (including summer school or two-block classes) for remediation or to catch up a grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

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

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

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

- 0–10%
- 11–20%
- 21–30%
- 31–40%
- 41–50%
- More than 50%
4. To what extent does your school provide up-to-date technology resources for mathematics teaching and learning?

☐ Not at all
☐ Small extent
☐ Moderate extent
☐ Large extent

Questions 5 and 6 ask about mathematics coaches.

*Mathematics resource teachers* provide additional instructional support to students and have special expertise in assessing and diagnosing students’ mathematics strengths and needs to assist with learning and understanding.

*Mathematics coaches* work with teachers to help them implement and use strategies to improve their students’ ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 5 and 6 based on the roles as defined in this paragraph.

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

☐ Yes, available full-time to eighth-grade teachers
☐ Yes, available part-time to eighth-grade teachers
☐ No *Question 6 is not applicable and will be skipped.*
6. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Select one circle in each row.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Not at all</th>
<th>Small extent</th>
<th>Moderate extent</th>
<th>Large extent</th>
</tr>
</thead>
</table>
a. Provide support or assistance about mathematics content                           |            |              |                 |              |
b. Provide support or assistance about the teaching of mathematics to individual teachers |            |              |                 |              |
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers |            |              |                 |              |

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

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
a. Opportunities for students to discuss mathematics work, including homework, with their teachers |     |    |
b. Peer tutoring in mathematics                                                        |     |    |
c. Mathematics competitions                                                             |     |    |
d. Chess clubs                                                                         |     |    |
e. Programming classes                                                                 |     |    |
f. Mathematics clubs                                                                   |     |    |
g. Teacher-led tutoring sessions in mathematics for groups of students                  |     |    |
h. Teacher-led extra-help sessions in mathematics                                       |     |    |
i. Family mathematics night                                                             |     |    |
8. To what extent is your school’s mathematics program structured according to the following resources? Select **one** circle in each row.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Not at all</th>
<th>Small extent</th>
<th>Moderate extent</th>
<th>Large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. District curriculum standards or curriculum guides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. State curriculum standards or frameworks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. In-school curriculum frameworks and standards for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Results from district assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Results from state assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Recommendations from school mathematics department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Discretion of individual teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Results from school assessments (e.g., quizzes or tests created by teachers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Commercially designed programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Resources found on the Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. 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.

<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. District assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. State assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. School assessments (e.g., quizzes or tests created by teachers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. 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.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. There are students in my school who take high school mathematics classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. My school provides credit for students who take high school or college mathematics classes.</td>
<td></td>
<td></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></td>
<td></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></td>
<td></td>
</tr>
</tbody>
</table>
1. This year, have professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving practices for writing instruction been offered in your school for **English/language arts teachers**? Select one or more answer choices.

- ☐ Yes, provided by school or district personnel
- ☐ Yes, provided by professionals outside of my school or district
- ☐ No

2. This year, have professional development programs (i.e., training sessions and workshops, including online classes) aimed at developing and improving practices for writing instruction been offered in your school for **teachers not teaching English/language arts**? Select one or more answer choices.

- ☐ Yes, provided by school or district personnel
- ☐ Yes, provided by professionals outside of my school or district
- ☐ No

**Questions 3 and 4** ask about literacy coaches.

*Reading specialists* provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

*Literacy coaches* work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 3 and 4 based on the roles as defined in this paragraph.
3. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?

- Yes, available full-time to eighth-grade teachers
- Yes, available part-time to eighth-grade teachers
- No Question 4 is not applicable and will be skipped.

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.

<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 assistance/support to individual teachers about English/language arts content or the teaching of English/language arts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</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>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

5. Approximately what percentage of their instructional time are teachers in your school expected to devote to teaching writing to eighth-grade students in the following subjects? Fill in integer numbers between 1 and 100 on each row. If there is no specific expectation for a particular subject, enter 0 for that row.

- English/language arts class __________ %
- Social studies class such as history, civics, government, or geography __________ %
- Science class __________ %
- Mathematics class __________ %
6. How often are teachers in your school expected to give students **writing assignments** (e.g., short written answers, essays, research papers) in the following classes? Select one circle in each row.

<table>
<thead>
<tr>
<th>Class</th>
<th>There is no specific expectation around this in my school</th>
<th>Never</th>
<th>About once or twice a year</th>
<th>About once or twice a month</th>
<th>About once or twice a week</th>
<th>Every day or almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. English/language arts class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Social studies class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Science class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Mathematics class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

7. Approximately what percentage of their instructional time are **English/language arts teachers** in your school expected to devote to each of the following when teaching writing to eighth-grade students? Fill in integer numbers between 1 and 100 on each corresponding row so that the total sums up to 100. If there is no specific expectation for a particular topic, enter 0 for that row.

- Development of ideas %
- Organization of ideas %
- Effectiveness of expression (e.g., sentence variety, word choice, tone) %
- Mechanics and conventions (e.g., spelling, grammar, punctuation) %
- Word processing skills %
- Other (Please specify): ___________________________ %
8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

☐ Not at all
☐ Small extent
☐ Moderate extent
☐ Large extent

9. Does your school offer students the opportunity to submit their writing to or participate in any of the following? Select one circle in each row.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School newspaper</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. School website</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Discussion blog</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
10. Does your school offer any of the following school-sponsored activities to eighth-grade students? Select **one** circle in each row.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Writing club(s) (e.g., a creative writing or poetry group)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Writing competition(s)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Special courses or workshops to improve keyboarding skills</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Special courses or workshops to learn how to use word processing software</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Drama club where students write their own plays</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

11. Does your school or district offer summer programs in **writing** remediation or enrichment to students? Select **one** circle in each row.

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Remediation</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Enrichment</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
This section should be completed by the principal or the head of the school.
1. Is your school a public charter school?

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

☐ Yes

☐ No Questions 2–8 are not applicable and will be skipped.

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

☐ ☐ ☐ ☐ ☐

3. Who granted your school’s current charter?

☐ School district

☐ State board of education (includes state board of regents and District of Columbia State Board of Education)

☐ Postsecondary institution

☐ State charter-granting agency

☐ City or state public charter school board

☐ Other (Please specify): __________________________

4. What is the legal status of your school?

☐ Officially part of the school district or local education agency (LEA)

☐ Independent from the school district or local education agency (LEA)

☐ A separate local education agency (LEA) as stipulated by state law
5. Is this school operated by a company or organization that also operates other charter schools?

- Yes
- No

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

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

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

- Yes, and parents are required to abide by it.
- Yes, but signing it is voluntary.
- No Question 8 is not applicable and will be skipped.
8. Are the following elements addressed in your charter–parent contract? Select one circle in each row.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Dress code</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Home learning environment</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Parent–teacher communication</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Parent volunteering</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>School discipline policy</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Student attendance</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Student promotion policy</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Other (Please specify):</td>
<td></td>
</tr>
</tbody>
</table>