

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
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SURVEY OF HIGH SCHOOL CURRICULAR OPTIONS

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. No.: 1850-0691
EXPIRATION DATE: 11/94

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to **respond**, your cooperation is needed to make the results of this survey **comprehensive, accurate, and timely**.

DEFINITIONS FOR THIS SURVEY:

Ability levels - the distinction among **students**, or **courses**, on the basis of the **students'** learning aptitudes or past academic **achievements**, or each course's adaptation to the **students'** levels of readiness and learning **rates**.

Core curriculum - courses in **English, Math, Science**, and Social Studies that students can choose from in order to **fulfill** the school district's graduation **requirements**.

Differentiated courses - courses that fulfill the same requirements in the core **curriculum** but differ in terms of **content**, quantity and/or intensity of **work**, or expectations regarding independent **work**.

Differentiated grouping - a school's approach to providing instruction to students who have been grouped because of similar learning aptitudes or past academic achievements for the purpose of providing them instruction in core curriculum areas that is geared to their abilities in terms of **content**, quantity and/or intensity of **work**, or expectations regarding independent **work**.

Undifferentiated courses - courses that are equivalent in **terms of content**, quantity and/or intensity of **work**, or expectations regarding independent **work**, and are open to students who may have widely differing learning aptitudes or past academic **achievements**.

PUT LABEL HERE

IF ABOVE INFORMATION IS **INCORRECT**, PLEASE CORRECT DIRECTLY ON **LABEL**.

Name of person completing this form: _____ Telephone number: _____

T p _____

What is the best day/time to reach you at this number, if we have any questions? Day: _____ Time: _____

RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CALL:
WESTAT, INC. 1650 Research Boulevard Rockville, Maryland 20850 ATTN: Carey, 928142	Nancy Carey 1-800-937-8281, Ext. 4467

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651, and to the Office of Management and Budget, Paperwork Reduction Project 1850-0691, Washington, D.C. 20503.

I SCHOOL POLICY

1. Which one of the following statements best describes your school's approach to providing instruction in your core curriculum students who come to you with different abilities, learning rates, interests, or motivations? (Do not include Special Education students when considering your answer.) Circle only one.

- We offer differentiated courses in our core curriculum, but students have open access to any course provided they have taken the required prerequisite(s)..... 1
- We offer differentiated courses and do differentiated grouping in our core curriculum 2
- We offer a variety of undifferentiated courses in our core curriculum, and students have open access to any course provided they have taken the required prerequisite(s)..... 3
- Other (specify on the line below) 4

2. To what extent do each of the following influence your school's approach?

	Not at all	Small extent	Moderate extent	Great extent
a. State and/or school district	1	2	3	4
b. School board.....	1	2	3	4
c. School principal.....	1	2	3	4
d. Department head.....	1	2	3	4
e. Parents.....	1	2	3	4
f. College entrance requirements.....	1	2	3	4
g. Other (specify).....	1	2	3	4

3. How long has your school's approach towards providing instruction to students that you described in Question 1 been in effect? _____ years

4. a. Is your school or district currently considering any modifications to this approach?

Yes* 1 No 2

b. In the past 5 years has your school or district made any modifications to this approach?

Yes 1 No 2

II. COURSE INFORMATION

5. Please complete the chart below with the following information:

a. In **Column A**, write the titles of all core curriculum courses taken by 10th graders in Math and English during fall 1993. Use the course title that is used by your school, for example, Basic Algebra, Gifted/Talented Math 10, or Level 1 English. However, do not list atypical courses in which only unique individuals are enrolled (e.g., a 10th grader enrolled in Calculus). NOTE: If 10th graders are enrolled in MORE than 7 courses in either subject area, please check this box and we will phone you for the information.

b. In **Column B**, describe the courses according to the following codes:
 Designed primarily for students of higher abilities 1
 Designed primarily for students of average abilities 2
 Designed primarily for students of lower abilities 3
 Designed primarily for students of widely differing abilities 4

c. In **Column C**, indicate about what percentage of students in 10th grade are enrolled in each of the courses. Columns should add to 100 percent.

MATH			ENGLISH		
A. Course title	B. Ability level	C. Percent enrolled	A. Course title	B. Ability level	C. Percent enrolled
1.			1.		
2.			2.		
3.			3.		
4.			4.		
5.			5.		
6.			6.		
7.			7.		
Students taking atypical course(s)	----		Students taking atypical course(s)	----	
Students not taking Math	----		Students not taking English	----	
		100%			100%

If your school offers ONLY undifferentiated courses in BOTH your Math and English curricula, check here and skip to Question 6. Otherwise continue.

6. How often are students changed to a **higher** ability-level course after completion of 10th grade?

a. In Math?

b. In English?

Almost never 1
 Rarely 2
 Sometimes 3
 Often 4

Almost never 1
 Rarely 2
 Sometimes 3
 Often 4

7. How often are students changed to a **lower** ability-level course after completion of 10th grade?

a. In Math?

b. In English?

Almost never 1
 Rarely 2
 Sometimes 3
 Often 4

Almost never 1
 Rarely 2
 Sometimes 3
 Often 4

8. a. Students can be enrolled in the same ability-level courses across academic subject areas for a variety of **reasons**. In your **school** about what percentage of 10th grade students in your **highest** ability-level MATH course are also in your **highest** ability-level ENGLISH course?

Less than 25 percent 1
 26 - 50 percent 2
 51 - 75 percent 3

76 - 90 percent 4
 More than 90 percent 5
 Not applicable, no levels in English 6 (SKIP TO Q 9.)

b. To what extent is this percentage a result of scheduling constraints imposed by the Math curriculum?

Not at all 1
 Small extent 2

Moderate extent 3
 Great extent 4

c. Is the information you provided in Question 8a readily available from your data on student enrollment characteristics?

Yes 1

No 2

9. To what extent do each of the following sources of information influence the placement of students into the differentiated courses in your core curriculum?

	Not at all	Small extent	Moderate extent	Great extent
a. Students' performance on standardized tests	1	2	3	4
b. Students' previous grades	1	2	3	4
c. Prerequisite course(s) taken	1	2	3	4
d. Level of course taken at "feeder" school (i.e., middle or junior high)	1	2	3	4
e. Students' requests	1	2	3	4
f. Parents' requests	1	2	3	4
g. Teachers' recommendations	1	2	3	4
h. Department head's recommendations	1	2	3	4
i. Principal's recommendations or decisions	1	2	3	4
j. Guidance counselor's recommendations	1	2	3	4

III. TEACHER ASSIGNMENT

10. To what extent do each of the following individuals determine the assignment of teachers to courses in your core curriculum?

	Not at all	Small extent	Moderate extent	Great extent
a. District administrator	1	2	3	4
b. Principal	1	2	3	4
c. Guidance counselor	1	2	3	4
d. Department head	1	2	3	4
e. Teachers	1	2	3	4
f. Parents	1	2	3	4
g. Students	1	2	3	4

11. To what extent do each of the following characteristics influence decisions about the assignment of teachers to courses in your core curriculum?

	Not at all	Small extent	Moderate extent	Great extent
a. How challenging the course material is	1	2	3	4
b. The ability level of the students in the course	1	2	3	4
c. The teacher's knowledge of the subject	1	2	3	4
d. The teacher's teaching skills	1	2	3	4
e. The teacher's level of seniority at your school	1	2	3	4

THANK YOU FOR YOUR TIME.