Middle Grades Longitudinal Study of 2017–18 (MGLS:2017) MS1 School Administrator Survey

TABLE OF CONTENTS

ABOUT MGLS:2017

MGLS:2017 was the first study sponsored by NCES to follow a nationally representative sample of students as they entered and moved through the middle grades (grades 6 through 8). MGLS:2017 aims to enable an understanding of the development and learning that occur during students' middle-grade years (beginning in grade 6) and that are predictive of future success, along with the individual, social, and contextual factors that are related to successful development and academic achievement. The data collected provide a rich, descriptive picture of the experiences and lives of young adolescents during this critical time and permit researchers to examine associations between contextual factors and student outcomes. Because mathematics and literacy skills are important for preparing students for high school, later education, and career opportunities, the study focused on instruction and student growth in these areas.

In the 2017–18 school year (MS1), MGLS:2017 collected data for 14,281 cases where either the sixth-grade student or a parent participated, in 568 schools. The MGLS:2017 school and student samples were supplemented prior to the MS2 data collection in the 2019-20 school year due to low school response rates in MS1. In MS2, 562 of the original 568 schools participated, as well as 167 additional schools. A total of 15,478 students who had been enrolled in sixth grade in the 2017-2018 school year or their parents participated in MS2.

Students participated in in-school sessions facilitated by trained field staff or in a self-administered assessment via the web at home. Each student completed a direct assessment of mathematics, reading, and executive function skills important to learning. Students were also asked to complete a survey about school, social, and home experiences, and had their height and weight measured by field staff during the in-school student session.

The study also administered web-based surveys to school staff. School administrators answered questions about the characteristics of their school's population, staffing, programs, and academic supports and resources. Math teachers of students selected for the study were asked to complete surveys about their backgrounds and experience, their classrooms and instructional practices, and to rate the skills and abilities of specific students in the study. The special education teachers or related service providers for selected students with an Individualized Education Program (IEP) were asked to complete a survey about their backgrounds and the special education services they provided, and to rate the skills and abilities of specific students in the study. Field staff completed a school environment checklist that collected information on attributes of the school's physical environment, such as classroom setup, general upkeep, structure, and security.

A parent or guardian of each selected student was asked to complete a survey regarding household characteristics, their child's school and home life, and their engagement in their child's education.

Detailed information on study design and data elements, including the impact of COVID-19 school closures on the 2020 data collection methodologies, can be found in the *MGLS:2017 Data File User's Manual*.

HOW TO USE THIS DOCUMENT

This section defines the conventions and abbreviations used within this survey document.

Rounds of data collection: MS1 refers to the baseline, grade 6 round of data collection. MS2 refers to the follow-up round of data collection when most students were in grade 8.

Abbreviated Survey items: Items included in the Abbreviated Survey are marked with gray shading of item names.

Designee path: School administrators could opt to designate someone on their staff to respond. The designee path excluded Section G on Administrator's Background.

Respondent items are in mixed case.

Programmer instructions are in all capitals, in a box labeled "PROGRAMMER INSTRUCTIONS ON [ITEM NUMBER]" that immediately follows the item.

Routing logic is found in three places:

- An entry requirements box above each item, indicating which respondents receive an item. Some items were administered at MS2 only when a response was missing at MS1. Those items are marked with, "MS1 RESPONSE = NULL." NE means "not equal to."

- To the right of response options on items containing a single list of response options. This set of logic indicates which item a respondent is routed to upon selecting a particular response option. If a response option in this item type does not have an item number displayed to its right, it should be assumed that respondents were routed to the next consecutive item in the document.

- In the PROGRAMMER INSTRUCTIONS box following the item. If routing is more complex than can be readily indicated to the right of the response options, it is presented in a PROGRAMMER INSTRUCTIONS box directly following the item.

Respondents were routed to the next item unless otherwise specified. Missing responses follow the "No" response routing except as indicated.

Checkbox items or those marked with squares and an instruction to select all that apply are coded on the data file as 1 for items that were selected and 2 for items that were not selected. **Radio button items** or those marked with circles where only one response selection is permitted are coded on the data file with the number corresponding to the response option selected.

Item ranges are located under dropdowns and textboxes, indicating the minimum and maximum values respondents could enter for an item. Ranges that were presented as dropdowns are noted in a textbox with this symbol: ▼

String length limits are denoted with "STRING" after a text box, indicating the maximum number of characters a respondent could enter in a text box.

"Please specify" text boxes follow "Other" response options. In the programmed instrument, respondents only see the "Please specify" text boxes when they selected the "Other" response option directly above it.

Response options added after MS1 data collection are marked "Other: [TEXT OF ADDED RESPONSE CATEGORY]." These response options were created when review of other/specify text strings indicated there were a sufficient number of similar responses that an additional category could be of analytic interest.

Help text was available on certain items containing terms with which some respondents may have been unfamiliar. Terms where help text was available were identified on screen by a help icon .

Fills: Logic for item-specific wording fills is specified in a box immediately preceding the item and beneath the routing logic box. Text that varies between different respondents is represented by fills contained within square brackets in the question wording. For example, a "[he/she]" fill indicates that some respondents may see "he" and other respondents may see "she" in place of the fill when taking the survey. For another example, a "[most recent]" fill indicates that some respondents may see "most recent" and other respondents may not see any text in place of the fill.

Hard and soft checks were displayed when respondents left certain items blank or entered values out of range. Hard check messages required the respondent to provide a response. Soft check messages could be bypassed by the respondent without providing a response. Unless a hard check message is specified in the item's programmer instructions box, respondents were able to leave that item blank.

In addition to seeing these form-specific hard and soft check messages, if a respondent skipped three questions in a row, left all items in a grid blank on a screen, or left two consecutive questions blank on a screen with multiple questions, a soft check was displayed:

"Your responses are very important. Please answer as many questions as possible. Press "Edit" to return to this screen or press "Next" to continue."

If a respondent left a specify field blank, a soft check was displayed:

"You have selected "Other" but have not provided a response to the "Please specify" prompt."

Middle Grades Longitudinal Study of 2017–18 (MGLS:2017)
MS1 School Administrator Survey

A.   INTRODUCTION

ALL

A01a. You have received an invitation to complete this questionnaire because you are an administrator in one of the schools participating in MGLS:2017.

To enhance the information we obtain from your students, their parents, and teachers we need your input. We are asking you to report on the characteristics and population of students in your school, courses offered, security measures, teachers, and your own personal background.

Taking part in the study is voluntary and you can skip questions you do not want to answer. We realize you are very busy, but urge you to complete this questionnaire as completely and accurately as possible.

Your answers are very important to the study's success.

Please select an option below and then click Next.

Let's get started.

❍ Continue 1
❍ Come back later 2

PROGRAMMER INSTRUCTIONS ON A01A

IF A01a = 2, LOGOUT THE RESPONDENT.

IF A01a = NO RESPONSE, DISPLAY HARD CHECK: "Please provide an answer to this question and then click Next."

A01a = 1

A01b. Thank you very much for participating! Gathering the following information in advance will help you complete the questionnaire more quickly.

1. For the **current school year**:

   • Average daily attendance

   • Math curriculum information

   • Matriculation information

   • Student body demographic information, including the number of students in the total student body who are:

     – English language learners

     – Alternative program attendees

   • School personnel counts such as the:

     – Number of teachers by subject taught

     – Number of security personnel

2. For the **2016-17 school year**:

   • Programs, services, and supports available for students with IEPs and the percentage of students who use them.

   Press Next to continue.

HELP TEXT:

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

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

A01c. How to Complete the Survey:

- Please record your answers by checking the box next to the appropriate answer or entering information as directed. Answer each question as accurately as possible; if you need to estimate an answer that is okay.

- Press the "Next" button to move forward.

- Press the "Previous" button to go back.

- To jump to another section, click on the desired section in the progress bar at the top of the screen. You will be taken to the first question in the section. You may not be able to use the progress bar to jump to other sections until you have answered questions in earlier sections.

- The progress bar is color coded to indicate if a section has not been viewed (white), is in progress (gray), partially completed (teal), or completed (green).

- Some questions have help text available. If you see an information icon 🛈 there is help text available. Click the icon to see the help text.

- The "Log out" button can be used to save your responses and finish later.

- In order to save your responses, you must press the "Next" button. To protect your answers, you will be logged off if you are idle for more than 20 minutes.

Press Next to begin.

A05a. Please confirm that you are a person at this school who is knowledgeable about sixth-grade students, teachers, programs, and services.

❍ Yes 1   A10
❍ No... 2

> PROGRAMMER INSTRUCTIONS ON A05A
>
> IF A05a = NO RESPONSE, DISPLAY HARD CHECK: "Please provide an answer to this question and then click Next."

A05b. Please provide the name and contact information for a person at your school who is knowledgeable about sixth-grade students, teachers, programs, and services.

a. First Name: [_____] (STRING 50)
b. Last Name: [_____] (STRING 50)
c. Title: [_____] (STRING 50)
d. Phone: [_____] (STRING 10)
e. Email: [_____] (STRING 50)

A05a = 2

IF TEXT ENTERED AT A05B, FILL TITLE, FIRST NAME, AND LAST NAME

A05c. Thank you! The MGLS:2017 team will be in touch with [TITLE] [FIRST NAME] [LAST NAME] very soon.

Press Next to close this survey.

A05a = 1

A10. What is your title or position at this school?

Select the one that best describes you.

- ❍ Principal/Administrator.. 1
- ❍ Vice Principal 2
- ❍ Counselor 3
- ❍ School administrative personnel... 4
- ❍ Other: District administrative personnel 5
- ❍ Other 6

Please specify: [_____]   (STRING 250)

HELP TEXT:

Principal/Administrator: Principal/Administrator includes anyone serving in the role with primary responsibility for the administration of the school.

Other: If you have primary responsibility for administration of the school, please select Principal/Administrator, even if that is not your exact title. Otherwise, please specify your title or position at this school.

B. SCHOOL CHARACTERISTICS

ALL

The following questions ask about characteristics of your school.

B01. Which of the following best describes your school?

- ❍ Regular public school 1
- ❍ Public school that has a magnet program for some of the students 2
- ❍ Public school that is exclusively a magnet school 3
- ❍ Charter school 4
- ❍ Private school.. 5
- ❍ Other 99

Please specify: [_____]   (STRING 250)

> **PROGRAMMER INSTRUCTIONS ON B01**
>
> IF "Other" IS SELECTED AND NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY SOFT CHECK: "Please describe your school."

ALL

B05. What is the Average Daily Attendance (ADA) for your school this year? Please report as a number or a percent.

[_____] NUMBER/PERCENT OF STUDENTS

RANGE: NUMBER OF STUDENTS = 0–9,999; PERCENT OF STUDENTS = 0–100

- ❍ Number of students 1
- ❍ Percent of students 2

> **PROGRAMMER INSTRUCTIONS ON B05**
>
> IF A NUMERICAL RESPONSE IS ENTERED AND NO UNIT IS SELECTED, DISPLAY SOFT CHECK: "Please indicate if your answer is a number or percent, then click Next to move on. To skip the question, click the Next button."

B01 = 5 OR 99

B10. What is the maximum yearly tuition to attend your school? Enter "0" if school does not charge tuition.

Please report your answer rounded to the nearest dollar.

$ [_____] YEARLY TUITION

RANGE: 0–50,000

B15. What percentage of your students pay the maximum yearly tuition?

- ❍ 0–25 percent 1
- ❍ 26–50 percent 2
- ❍ 51–75 percent 3
- ❍ 76–100 percent 4

The next set of questions is about your student population.

B20a. What percentage of the total student body in your school are English language learners (ELLs)?

PERCENT

RANGE: 0–100

HELP TEXT:

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

PROGRAMMER INSTRUCTIONS ON B20A

DO NOT ALLOW NONNUMERIC RESPONSE FOR THIS ITEM (I.E., ALPHABETIC OR SYMBOL RESPONSES).

IF OUT OF RANGE, DISPLAY SOFT CHECK: "Please enter a percentage between 0 and 100."

These next questions only ask about sixth grade at your school.

B25. What type of daily schedule is typically used for the sixth-grade level at your school?

- ❍ Self-contained classrooms 1
- ❍ Daily periods uniform in length... 2
- ❍ Daily periods of varying length.. 3
- ❍ Flexible schedule for teams 4
- ❍ Other 5

Please specify: _____ (STRING 8000)

PROGRAMMER INSTRUCTIONS ON B25

IF "Other" IS SELECTED AND NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY SOFT CHECK: "Please describe the daily schedule for the sixth grade."

The next set of questions asks about additional supports your school provides for struggling students.

B30. Which of the following steps does this school take for sixth-grade students who need extra assistance?

Select all that apply.

- ☐ a. The school provides tutoring during the regular school day 1
- ☐ b. The school provides extra assistance to classroom teachers by school staff 2
- ☐ c. The school provides pull-out instruction during the regular school day 3
- ☐ d. The school provides a homework assistance program to students 4
- ☐ e. The school provides additional support outside the regular school day 5
- ☐ f. The school takes other steps to assist struggling students 6

    Please specify: [   ] (STRING 8000)

- ☐ g. The school does not have any programs for students who need extra assistance ... 7

HELP TEXT:

Tutoring: By tutoring we mean extra assistance provided by individuals other than the teacher.

Additional support outside the regular school day: By additional support outside the regular school day we mean, for example, before school or afterschool tutoring, or special programs, weekend programs, or summer school programs.

> **PROGRAMMER INSTRUCTIONS ON B30**
>
> SELECTION OF B30G IS MUTUALLY EXCLUSIVE WITH SELECTION OF OTHER OPTIONS.
>
> IF "School takes other steps to assist struggling students" IS SELECTED AND NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY SOFT CHECK: "Please specify other steps taken to assist struggling students."

ALL

B35. Does your school offer any of the following programs to assist sixth-grade students who are struggling academically?

Select all that apply.

- ☐ a. Summer program prior to entry into the next grade that provides supplemental instruction in reading and math 1
- ☐ b. Small learning communities for over-aged students who have not met promotion criteria 2
- ☐ c. Small sixth-grade learning communities separate from the rest of the school 3
- ☐ d. Block scheduling, also called double-block or extended-block scheduling, for struggling sixth-graders 4
- ☐ e. Catch-up courses or "double-dosing" of classes 5
- ☐ f. Specific professional development, coaches, or technical assistance for teachers working with struggling sixth-graders 6
- ☐ g. Tutoring 7
- ☐ h. Another program 8

    Please specify: [   ] (STRING 8000)

- ☐ i. There are no programs to assist sixth graders who are struggling academically 9

ALL

The next set of questions is about **instructional programs** at your school.

B40. For each of the following programs, please indicate whether students in your school receive this program during the current school year.

Item	Yes, the program is available for Grade 6 students	No, the program is **not** available for Grade 6 students
a. Programs that focus on developing students' literacy solely in English	❍	❍
b. Programs that focus on developing students' literacy in two languages	❍	❍

ALL

B50. Approximately what percentage of your sixth-graders are in each of the following instructional programs?

Enter a percentage in the boxes. If none, enter "0" and indicate if the program is not offered in sixth grade or in any grade in your school.

Item	Percent RANGE: 0–100	Not offered in sixth grade	Not offered in any grade
a. Special education with an Individualized Education Program (IEP)		☐	☐
b. Receive accommodations through a 504 plan		☐	☐
c. A gifted and talented program		☐	☐

HELP TEXT:

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

B50A NE NOT OFFERED IN ANY GRADE

B55. Where are students with Individualized Education Programs (IEPs) typically served in this school?

- ❍ Students with IEPs are not served in this school.. 1   D01
- ❍ Students with IEPs typically spend most of their day in separate classes 2   C01
- ❍ Students with IEPs typically spend most of their day in the regular classroom............ 3   C01

HELP TEXT:

Most of their day: By most of their day we mean at least 80% of the day.

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

C. SUPPORT FOR STUDENTS

B50A NE NOT OFFERED IN ANY GRADE OR B55 = 2 OR 3

The next set of questions asks about **Individualized Education Program (IEP)** placement options.

C01. What **percentage of students with IEPs** at your school are served by each of the following placement options?

If the service is available but no students currently receive it, enter 0 for that service.

If the service is not available at your school, check the column labeled "Service not available."

Item	Percentage of students with IEPs RANGE: 0–100	Service **not** available
a. General education with services or supports	_____ percent	☐
b. Classes co-taught by general and special education teachers	_____ percent	☐
c. Part-time resource room for special education students	_____ percent	☐
d. Self-contained special education classrooms	_____ percent	☐
e. Individual instruction such as home school or a residential, off site, incarceration or hospital program	_____ percent	☐
f. Other	_____ percent	☐

Please specify: _____   (STRING 8000)

HELP TEXT:

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

Special education: By special education we mean programs in which the student receives services with an Individualized Education Program (IEP). An Individualized Education Program (IEP) is a written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP.

Co-taught: By co-taught we mean, for example, when both the teacher and special education teacher (or related services provider) are in the classroom together, but trade off instruction.

B50A NE NOT OFFERED IN ANY GRADE OR B55 = 2 OR 3, AND (C01A PERCENT > 0 OR MISSING)

The next questions are about **services and supports** schools can offer **to teachers** of students with IEPs.

C10. Are the following **available to general education teachers** in this school when students with IEPs are included in their classes?

☐ Check this box if students with IEPs are **not included** in general education classrooms at your school

Select all that apply.

☐ a. Consultation with or technical assistance from special education or other staff with general special education training, not specific to child's disability
☐ b. Special equipment or materials
☐ c. Professional development
☐ d. Teacher aides, instructional assistants, paraprofessionals, or aides for individual students
☐ e. Smaller student load or class size
☐ f. Co-teaching with a special education teacher or related services provider
☐ g. Team teaching with a special education teacher or related services provider
☐ h. Team planning
☐ i. Other

Please specify: _____ (STRING 8000)

HELP TEXT:

Special education or other staff: By special education or other staff we mean, for example, a school psychologist or teacher trained in a related disability area.

Co-teaching: By co-teaching we mean, for example, when both the teacher and special education teacher (or related services provider) are in the classroom together, but trade off instruction.

Team teaching: By team teaching we mean, for example, when both teachers are NOT in classroom together, but alternate instruction and are responsible for teaching the same set of students.

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

B50A NE NOT OFFERED IN ANY GRADE OR B55 = 2 OR 3

The next questions are about **programs and supports** schools can offer **to students with IEPs**.

C15. For each of the following programs and supports, please indicate whether students with IEPs in your school receive this program or support during the current school year. Please include programs provided by alternate service providers.

Select all that apply

☐ a. Referrals to vocational rehabilitation services
☐ b. Help developing capability to dress, clean, care for self
☐ c. Learning self-determination and self-advocacy skills
☐ d. Peer buddy program
☐ e. Alternative placements for students who are expelled and/or suspended
☐ f. Helping students connect to outside transition services, supports, and activities
☐ g. Helping students connect to adult residential providers and day services
☐ h. Information bank for parents or guardians with materials and resources relating to independent living
☐ i. Instruction for parents or guardians on youth's rights and responsibilities under disability-related laws
☐ j. Other

Please specify: [   ]   (STRING 8000)

HELP TEXT:

Helping students connect to outside transition services, supports, and activities: By helping students connect to outside transition services, supports, and activities we mean, for example, tutoring, mentoring, transportation, assistive technology, and networking.

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

> PROGRAMMER INSTRUCTIONS ON C15
>
> IF "Other" IS SELECTED AND NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY SOFT CHECK: "Please specify other programs and supports your school offers to students with IEPs."

D.   SCHOOL PROGRAMS

The following questions ask about programs and practices aimed at serving sixth grade students at your school.

D01.   Does your school use interdisciplinary team teaching in sixth grade?

   ❍ Yes 1
   ❍ No 2   D30

HELP TEXT:

Interdisciplinary team teaching: By interdisciplinary team teaching we mean a group of two or more teachers from different subject areas who have a common group of students and who work together to coordinate and integrate curriculum and instruction on a regular basis.

D10.   When did your school begin using interdisciplinary team teaching in sixth grade?

   ❍ Less than 1 year ago 1
   ❍ 1-5 years ago 2
   ❍ More than 5 years ago 3
   ❍ Don't know 4

HELP TEXT:

Interdisciplinary team teaching: By interdisciplinary team teaching or interdisciplinary teams we mean a group of two or more teachers from different subject areas who have a common group of students and who work together to coordinate and integrate curriculum and instruction on a regular basis.

D15.   For sixth grade, please indicate the number of interdisciplinary teams, average number of teachers per team, and average number of students per team. Your best estimate is fine.

a. Number of interdisciplinary teams	b. Average number of **teachers** per team	c. Average number of **students** per team
▼ TEAMS	▼ TEACHERS	▼ STUDENTS

   RANGE:
      TEAMS: 1, 2, 3, 4, 5 or more
      TEACHERS: 2, 3, 4, 5, 6, 7 or more
      STUDENTS: Less than 61, 61–90, 91–120, 121–150, 151–180, 181–210, 211 or more

HELP TEXT:

Interdisciplinary teams: By interdisciplinary team teaching or interdisciplinary teams we mean a group of two or more teachers from different subject areas who have a common group of students and who work together to coordinate and integrate curriculum and instruction on a regular basis.

Teacher: Please include full-time and part-time teachers in your counts of average number of teachers per interdisciplinary team. If a teacher teaches across teams, please count that person as one teacher for each team.

> **PROGRAMMER INSTRUCTIONS ON D15**
>
> IF ONE RESPONSE IS GIVEN BUT THE OTHERS ARE BLANK, DISPLAY SOFT CHECK:" It appears that a few questions were left blank. Your answers are extremely important. Please provide an answer or press Next to continue."

D01 = 1

D20. For sixth grade, on average, how much common planning time is regularly scheduled each week for interdisciplinary teaching teams? Your best estimate is fine.

Average common planning time **per week**	Don't know
[▼] PLEASE SELECT	☐

RANGE: None, Less than 30 minutes, 30–60 minutes, 61–120 minutes, 121–180 minutes, More than 180 minutes

HELP TEXT:

Interdisciplinary teaching teams: By interdisciplinary team teaching or interdisciplinary teams we mean a group of two or more teachers from different subject areas who have a common group of students and who work together to coordinate and integrate curriculum and instruction on a regular basis.

> **PROGRAMMER INSTRUCTIONS ON D20**
>
> SELECTION OF CHECKBOX IS MUTUALLY EXCLUSIVE WITH SELECTING A DROPDOWN RESPONSE. IF THE RESPONDENT SELECTS AN ANSWER AND CHECKS THE BOX, DISPLAY: "You selected an amount of time and checked "Don't know". Please only choose one or the other. If you are unsure of the exact amount of time, your best estimate if fine."

D25. Please indicate the extent to which you agree or disagree with each of the following statements.

Select one answer for each row.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
a. Teachers are sufficiently trained in the team approach.	1 ○	2 ○	3 ○	4 ○	5 ○
b. Teachers identify with their teaching team.	1 ○	2 ○	3 ○	4 ○	5 ○
c. Teachers collaborate and provide professional support.	1 ○	2 ○	3 ○	4 ○	5 ○
d. Teachers use integrated curriculum across subjects.	1 ○	2 ○	3 ○	4 ○	5 ○
e. The school schedule has flexibility to regroup students or vary time for different subjects.	1 ○	2 ○	3 ○	4 ○	5 ○
f. Students identify with the team.	1 ○	2 ○	3 ○	4 ○	5 ○
g. Individual student problems are recognized quickly.	1 ○	2 ○	3 ○	4 ○	5 ○

HELP TEXT:

Teaching team: By teaching team we mean a group of two or more teachers from different subject areas who have a common group of students and who work together to coordinate and integrate curriculum and instruction on a regular basis.

D30. Please indicate which of the following programs or practices are used at your school.

Select all that apply

- ☐ a. Minimum competency tests for promotion to next grade
- ☐ b. Common academic curriculum for all students in the same grade
- ☐ c. Classes organized for cooperative learning
- ☐ d. Exploratory mini courses for all students in all grades
- ☐ e. Students from more than one grade level assigned together to the same academic classes
- ☐ f. Information on how to help children with homework and skills provided to parents
- ☐ g. Extracurricular activities for all students
- ☐ h. Schools-within-a-school with their own administrative staffs
- ☐ i. None of the above

> PROGRAMMER INSTRUCTIONS ON D30
>
> SELECTION OF D30I IS MUTUALLY EXCLUSIVE WITH SELECTION OF OTHER RESPONSE OPTIONS.

D35. The following questions are about math courses.

Which of the following are available to your school's sixth graders?

Select all the apply for each row.	Yes, offered in a traditional classroom setting	Yes, offered at a neighboring school	Yes, offered virtually	No, the course is not offered
a. Basic/Remedial math	1 ☐	2 ☐	3 ☐	4 ☐
b. General math	1 ☐	2 ☐	3 ☐	4 ☐
c. Honors math	1 ☐	2 ☐	3 ☐	4 ☐
d. Introduction to Algebra/Prealgebra	1 ☐	2 ☐	3 ☐	4 ☐
e. Algebra 1, part 1	1 ☐	2 ☐	3 ☐	4 ☐
f. Algebra 1, part 2	1 ☐	2 ☐	3 ☐	4 ☐
g. Algebra	1 ☐	2 ☐	3 ☐	4 ☐
h. Algebra II	1 ☐	2 ☐	3 ☐	4 ☐
i. Geometry	1 ☐	2 ☐	3 ☐	4 ☐
j. Other	1 ☐	2 ☐	3 ☐	4 ☐

Please specify: ☐ (STRING 250)

PROGRAMMER INSTRUCTIONS ON D35

IF D35A–J = NO RESPONSE, DISPLAY SOFT CHECK: "Please provide an answer to each item and then click "Next". To continue without providing a response, click the "Next" button."

D40. Please estimate the percentage of sixth-grade students repeating the level of mathematics they took in fifth grade.

If your school uses a semester or block course system, please indicate the percentage of sixth-grade students repeating the last course section they took in fifth grade.

- ◯ Less than 1 percent 1
- ◯ 1–5 percent 2
- ◯ 6–10 percent 3
- ◯ 11–25 percent 4
- ◯ More than 25 percent 5
- ◯ Students are not grouped by ability.. 6
- ◯ Don't know 7

D45a. Thinking about students who are performing below grade level in math, what is the likely sequence of courses they would take starting in sixth grade and continuing through ninth grade?

Grade 6 ⬇ [▼] SELECT COURSE

Grade 7 ⬇ [▼] SELECT COURSE

Grade 8 ⬇ [▼] SELECT COURSE

Grade 9 [▼] SELECT COURSE

PROGRAMMER INSTRUCTIONS ON D45a

IF ANY COURSE SELECTION IS THE SAME AS ONE OR MORE OF THE OTHER COURSE SELECTIONS, DISPLAY SOFT CHECK: "You have selected two or more courses that are the same. Please enter the typical sequence of courses or press Next to continue."

"Select course…" IS A DROPDOWN MENU THAT INCLUDES COURSES LISTED IN D35A–J, WHETHER OR NOT THEY WERE SELECTED, AND INCLUDES D35j OTHER/SPECIFY RESPONSE IF APPLICABLE. INCLUDE OPTION "Not sure" AT END OF LIST.

IF ALL ROWS IN D35A–J = 4, GO TO D55.

IF ALL ROWS IN D35A–J = MISSING, DISPLAY: "Please go back and complete item D35 before answering this item. To skip the question, click the Next button." AND GO TO D55.

ANY ROW IN D35A–J = 1, 2, OR 3

D45b. Thinking about students who are performing at grade level in math, what is the likely sequence of courses they would take starting in sixth grade and continuing through ninth grade?

Grade 6 ⬇ [▼] SELECT COURSE

Grade 7 ⬇ [▼] SELECT COURSE

Grade 8 ⬇ [▼] SELECT COURSE

Grade 9 [▼] SELECT COURSE

ANY ROW IN D35A–J = 1, 2, OR 3

D45c. Thinking about students who are performing above grade level in math, what is the likely sequence of courses they would take starting in sixth grade and continuing through ninth grade?

Grade 6   [▼] SELECT COURSE

⬇

Grade 7   [▼] SELECT COURSE

⬇

Grade 8   [▼] SELECT COURSE

⬇

Grade 9   [▼] SELECT COURSE

ANY ROW IN D35A–J = 1, 2, OR 3

D50. Is there any other sequence of courses that is taken by sixth graders?

❍ Yes 1
❍ No 2

D55. The next questions are about courses other than math at your school.

Do you offer any of the following programs to your sixth-grade students?

Item	Yes, program is offered to Grade 6 students	No, program is not available in Grade 6
a. Reading instruction for students performing below grade level in reading	○	○
b. Additional instruction for students performing below grade level in other areas of English language arts	○	○
c. Gifted and talented or International Baccalaureate® (IB)	○	○

ALL

The next questions are about assisting students in the transition from one grade to the next.

D60. Does your school organize the transition from fifth grade to sixth grade in any of the following ways?

Select all that apply

☐ a. Fifth-grade students visit an assembly of sixth-grade students. 1
☐ b. Fifth-grade students attend regular sixth grade courses 2
☐ c. Buddy programs that pair new students with an older student in the fall. 3
☐ d. Parents visit the school or sixth-grade section while students are still in fifth grade 4
☐ e. Meetings are offered for fifth-grade students during the summer prior to beginning the sixth grade 5
☐ f. Fifth-grade counselors meet with sixth-grade counselors or staff 6
☐ g. Fifth-grade counselors present information to fifth-grade students' parents or guardians about sixth-grade courses and registration.. 7
☐ h. Fifth-grade counselors place fifth-grade students into sixth-grade courses based on school or district placement policies. 8
☐ i. Fifth-grade counselors present information to fifth-grade students about sixth-grade courses and registration... 9
☐ j. Sixth-grade students share information with the fifth-grade students 10
☐ k. Parents can attend an orientation in the fall after students start sixth grade.......... 11
☐ l. Sixth-grade and fifth-grade teachers meet together on courses and requirements.. 12
☐ m. Sixth-grade and fifth-grade administrators meet together on articulation and programs 13
☐ n. Sixth-grade counselors meet with students while they are still in fifth grade.......... 14
☐ o. Sixth-grade counselors meet with individual fifth-grade students and assist them with selecting sixth-grade courses while they are still in fifth grade................... 15
☐ p. No special activities until students enter sixth grade 16
☐ q. Other 99

Please specify: [   ]   (STRING 8000)

☐ r. No transition – sixth grade seamlessly continues directly from fifth grade 17

HELP TEXT:

Counselor: A counselor is an educator who works in schools to provide academic, career, college readiness, and personal/social competencies to all students through a school counseling program.

<div style="border:1px solid #000; padding:8px;">

PROGRAMMER INSTRUCTIONS ON D60

IF "Other" IS SELECTED AND NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY SOFT CHECK: "Please specify other ways your school organizes the transition from fifth grade to sixth grade."

IF "No transition – sixth grade seamlessly continues directly from fifth grade" IS SELECTED AND ANY D60A-Q ARE SELECTED, DISPLAY SOFT CHECK: "You have indicated that no transition occurs and you have indicated an activity that occurs to transition students. Please review your responses or press "Next" to continue."

</div>

ALL

D65. Does your school provide additional assistance with the transition from fifth grade to sixth grade for students with disabilities?

☐ Yes 1

[   ]   (STRING 8000)

☐ No.. 2

<div style="border:1px solid #000; padding:8px;">

PROGRAMMER INSTRUCTIONS ON D65

IF "Yes" IS SELECTED AND NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY SOFT CHECK: "Please specify other ways your school organizes the transition from fifth grade to sixth grade."

</div>

ALL

D70. Does your school have an advisory program in the sixth grade?

☐ Yes 1
☐ No.. 2   D90

HELP TEXT:

Advisory program: By advisory program we mean a guidance effort that provides every student with one adult advisor who serves as an advocate and small group leader. The group meets on a regular basis and typically focuses on educational advisement, study skills, personal and social development, schoolwide communication, or homeschool community relations.

D75. Which of the following best describes the way your school schedules time for the advisory program in sixth grade?

- ❍ We have a separate class period for advising. 1
- ❍ Advising is part of our homeroom period. 2
- ❍ We integrate advisory activities within our teams and/or classrooms........................ 3
- ❍ Other (Please specify) 99

Please specify: [   ]   (STRING 8000)

HELP TEXT:

Advisory program: By advisory program we mean a guidance effort that provides every student with one adult advisor who serves as an advocate and small group leader. The group meets on a regular basis and typically focuses on educational advisement, study skills, personal and social development, schoolwide communication, or homeschool community relations.

> **PROGRAMMER INSTRUCTIONS ON D75**
>
> IF D75 = 99 BUT NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY SOFT CHECK: "Please specify other ways your school schedules time for the sixth-grade advisory program."

D80. When did your school begin using an advisory program in the sixth grade?

[▼] SCHOOL YEAR STARTED USING ADVISORY PROGRAM
RANGE: This year, 1–5 years ago, More than 5 years ago, Don't know

HELP TEXT:

Advisory program: By advisory program we mean a guidance effort that provides every student with one adult advisor who serves as an advocate and small group leader. The group meets on a regular basis and typically focuses on educational advisement, study skills, personal and social development, schoolwide communication, or homeschool community relations.

D85. On average, how much time do teachers regularly meet with sixth-grade students for advising? Your best estimate is fine.

[▼] AVERAGE ADVISING TIME PER WEEK
RANGE: None, Less than 30 minutes, 30–60 minutes, 61–120 minutes, 121–180 minutes, More than 180 minutes

☐ Don't know

HELP TEXT:

Advisory program: By advising we mean a guidance effort that provides every student with one adult advisor who serves as an advocate and small group leader. The group meets on a regular basis and typically focuses on educational advisement, study skills, personal and social development, schoolwide communication, or homeschool community relations.

> **PROGRAMMER INSTRUCTIONS ON D85**
>
> SELECTING CHECKBOX IS MUTUALLY EXCLUSIVE WITH SELECTION OF OTHER RESPONSE OPTIONS.
>
> IF RESPONDENT SELECTS A RESPONSE OPTION AND CHECKS THE BOX, DISPLAY SOFT CHECK: "You selected an amount of time and checked "Don't know". Please only choose one. If you are unsure of the exact amount of time, your best estimate is fine."

ALL

The next questions are about health instruction at your school.

D90. Are sixth-grade students offered instruction on…

Select all that apply.

- ☐ a. Nutrition and dietary behavior?
- ☐ b. Physical activity and fitness that is classroom instruction, not a physical education period?
- ☐ c. Alcohol or other drug use prevention?
- ☐ d. Tobacco use prevention?
- ☐ e. HIV (human immunodeficiency virus) prevention?
- ☐ f. STD (sexually transmitted disease) prevention?
- ☐ g. Sexual health education?
- ☐ h. Instruction was not offered for any of the topics listed.

> **PROGRAMMER INSTRUCTIONS ON D90**
>
> SELECTION OF D90H IS MUTUALLY EXCLUSIVE WITH SELECTION OF OTHER RESPONSE OPTIONS.

E. SCHOOL ENVIRONMENT

ALL

The following questions are about problems you may experience at your school.

E01. To what degree is each of the following a problem at your school?

Select one answer for each row.	Not a problem	Minor problem	Moderate problem	Serious problem
a. School tardiness	1 ○	2 ○	3 ○	4 ○
b. School absenteeism	1 ○	2 ○	3 ○	4 ○
c. Student class cutting	1 ○	2 ○	3 ○	4 ○
d. Teacher absenteeism	1 ○	2 ○	3 ○	4 ○
e. Student apathy	1 ○	2 ○	3 ○	4 ○
f. Lack of parental involvement	1 ○	2 ○	3 ○	4 ○
g. Students coming to school unprepared to learn	1 ○	2 ○	3 ○	4 ○
h. Poor student health	1 ○	2 ○	3 ○	4 ○
i. Lack of resources and materials	1 ○	2 ○	3 ○	4 ○
j. Student mobility	1 ○	2 ○	3 ○	4 ○

ALL

E05. To the best of your knowledge, how often did the following types of problems occur in your school in the last month?

Select one answer for each row.	Never	Rarely	Sometimes	Often	Very often
a. Conflicts resulting from student racial/ethnic tensions	1 ○	2 ○	3 ○	4 ○	5 ○
b. Student bullying	1 ○	2 ○	3 ○	4 ○	5 ○
c. Student sexual harassment of other students	1 ○	2 ○	3 ○	4 ○	5 ○
d. Student harassment of other students based on sexual orientation or gender identity	1 ○	2 ○	3 ○	4 ○	5 ○
e. Widespread disorder in classrooms	1 ○	2 ○	3 ○	4 ○	5 ○
f. Students yelling and screaming at teachers	1 ○	2 ○	3 ○	4 ○	5 ○
g. Student acts of disrespect for teachers other than verbal abuse	1 ○	2 ○	3 ○	4 ○	5 ○
h. Gang activities	1 ○	2 ○	3 ○	4 ○	5 ○
i. Cult or extremist group activities	1 ○	2 ○	3 ○	4 ○	5 ○

HELP TEXT:

Sexual orientation or gender identity: By sexual orientation or gender identity we mean, for example, harassment toward students who might be lesbian, gay, bisexual, transgender, and/or questioning.

The next questions are about school-level security at your school.

E10.   During this school year, is it a practice of your school to do the following?

If your school changed its practices during the school year, please answer regarding your most recent practice.

Select all that apply.

☐   a. Control access to school buildings during school hours
☐   b. Control access to school grounds during school hours
☐   c. Require students to wear uniforms
☐   d. Enforce a strict dress code
☐   e. Perform one or more random sweeps for contraband, including dog sniffs
☐   f. Provide school lockers to students
☐   g. Require clear book bags or ban book bags on school grounds
☐   h. Block access to social networking websites from school computers
☐   i. Prohibit use of cell phones, smart phones, and text messaging devices during school hours

HELP TEXT:

Control access to school buildings: By control access to school buildings we mean, for example, having locked or monitored doors.

Control access to school grounds: By control access to school grounds we mean, for example, having locked or monitored gates.

Contraband : By contraband we mean, for example, drugs or weapons.

Social networking websites: By social networking websites we mean web-based services that allow people to create a personal profile and to connect with other people who share similar interests, activities, backgrounds or real-life connections. For example, Facebook and Twitter.

ALL

E15.   During this school year, have you had any security guards, security personnel, school resource officers, or sworn law enforcement officers present at your school at least once a week?

❍   Yes 1
❍   No.. 2   E30

HELP TEXT:

Security guard, security personnel: Security guards or security personnel are not official law enforcement.

School resource officer: For school resource officers, please include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations.

Sworn law enforcement officer: For sworn law enforcement officers, please include sworn law enforcement officers who are not school resource officers.

E20. Are these security guards, security personnel, school resource officers, or sworn law enforcement officers used at least once a week in or around your school at the following times?

Select all that apply.

☐ At any time during school hours 1
☐ While students are arriving or leaving 2
☐ At selected school activities 3
☐ When school is out/activities are not occurring 4

HELP TEXT:

Security guard, security personnel: Security guards or security personnel are not official law enforcement.

School resource officer: For school resource officers, please include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations.

Sworn law enforcement officer: For sworn law enforcement officers, please include sworn law enforcement officers who are not school resource officers.

School activities: By school activities we mean, for example, athletic and social events, open houses, or science fairs.

E25. How many full-time equivalent (FTE) of security personnel (such as school resource officers, security guards, police officers) are present in your school during a typical week?

Number of full-time equivalent (FTE)

☐ FTE
RANGE: 0–50

HELP TEXT:

Number of full-time equivalent: One full-time personnel at your school should be counted as 1.0 full-time equivalent (FTE) and one part-time personnel should be counted as 0.5 full-time equivalent (FTE).

If a personnel works full-time across multiple schools in the district, please count this person as "part-time" for your school (i.e., 0.5 FTE).

PROGRAMMER INSTRUCTIONS ON E25
NUMERIC RESPONSES ONLY, WITH DECIMAL PERMITTED.

E30. How would you describe the crime level in the area where your school is located?

○ High level of crime 1
○ Moderate level of crime.. 2
○ Low level of crime 3

F. SCHOOL'S TEACHERS

ALL

The following questions are about teachers at your school.

F01. Please indicate the number of full-time equivalent (FTE) sixth-grade teachers by subject area. Please give your best estimate.

a. Mathematics

b. English/Language arts

c. Science

RANGE: 0–100

HELP TEXT:

Full-time equivalent (FTE): A full-time teacher at your school should be counted as 1.0 full-time equivalent (FTE) and a part-time teacher should be counted as 0.5 FTE.

If a teacher works full-time in your school, but divides his or her time between subject areas or across grades, consider that teacher as part-time in each subject area or grade.

> PROGRAMMER INSTRUCTIONS ON F01
>
> WHOLE OR HALF NUMBER RESPONSES ONLY.
>
> IF ANOTHER DECIMAL IS ENTERED, DISPLAY SOFT CHECK: "Please enter a value ending in ".0" or ".5" or press "Next" to continue."

ALL

F05. Thinking of all the subjects offered in your school, how many classroom teachers are currently working at your school? Your best estimate is fine.

Please include full-time and part-time teachers, and only include onsite teachers.

Please exclude staff who work at the school but are not classroom teachers, or classroom teachers that do not teach onsite (e.g., online course instructors).

CLASSROOM TEACHERS
RANGE: 0–1,000

ALL

F10. How many classroom teachers in your school have the following certifications? Your best estimate is fine.

Please include provisionally certified teachers in your counts.

Number of classroom teachers

    a. Elementary certification

    b. Secondary subject matter certification

    c. Middle grades endorsement

    d. Specific middle grades certification

    e. Special education certification

    RANGE: 0–1,000

HELP TEXT:

Middle grades endorsement: By middle grades endorsement we mean an add-on to elementary or secondary certification.

Specific middle grades certification: By specific middle grades certification we mean a certification separate from elementary or secondary.

The following questions ask about teacher preparedness to teach specific subjects.

F15. To what extent do you disagree or agree with the following statements?

Select one answer for each row.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Subject not taught at this school
a. English/Language Arts teachers at your school are adequately prepared to teach English/Language Arts.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. General mathematics teachers at your school are adequately prepared to teach general mathematics.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. Algebra teachers at your school are adequately prepared to teach Algebra.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

F20. How often do you do the following?[1]

Select one answer for each row.	Not at all	Once or twice a year	Once per reporting period	Monthly	Weekly	More than weekly
a. Participate in meetings about challenges that students are having.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. Discuss instructional strategies with teachers.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. Summarize and share data with teachers.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
d. Interpret data for or with teachers	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. Press teachers to raise learning standards.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

---

[1] SOURCE: University of Chicago. 2015. *5Essentials® Survey*. Chicago, IL: University of Chicago Consortium on School Research. Using the 5Essentials® Survey without the explicit permission of The University of Chicago is strictly prohibited. To report any instances of such use or to obtain a license, please contact ccsr-survey@uchicago.edu.

The following questions are about math teachers.

F25. To what extent do you disagree or agree with the following statements?

Select one answer for each row.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Subject not taught at this school
a. General mathematics teachers are adequately prepared to assist students who are experiencing difficulties in general mathematics.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
b. Algebra I teachers are adequately prepared to assist students who are experiencing difficulties in Algebra I.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
c. Algebra II teachers are adequately prepared to assist students who are experiencing difficulties in Algebra II.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯

F30. How many weeks per year are the grade 6 math classes typically held?

[_____] WEEKS
RANGE: 1–52

> **PROGRAMMER INSTRUCTIONS ON F30**
>
> IF 0 < F30 < 9 OR F30 > 40, DISPLAY SOFT CHECK: "Just to confirm, you entered [F30 RESPONSE] weeks per year for this class. Press "Edit" to return to this screen or press "Next" to continue."
>
> IF F30 = 0, DISPLAY SOFT CHECK: "You entered 0 weeks. Adjust the number of weeks then click the "Next" button."
>
> IF F30 > 52 OR NOT A NUMBER, DISPLAY SOFT CHECK: "Please enter a number between 1 and 52."

F35. How many days per week are the grade 6 math classes typically held?

- ◯ One day 1
- ◯ Two days 2
- ◯ Three days 3
- ◯ Four days 4
- ◯ Five days 5
- ◯ Six days 6

ALL

F40. How many minutes is a typical grade 6 math class?

[   ] NUMBER OF MINUTES
RANGE: 1–200

G. ADMINISTRATOR'S BACKGROUND

A10 = 1

The next set of questions are about your background and experience.

G01. What is your sex?

Select the one that best describes you.

❍ Male 1
❍ Female 2

A10 = 1

G05. Are you of Hispanic or Latino origin?

Select the one that best describes you.

❍ Yes 1
❍ No 2

HELP TEXT:

Hispanic or Latino origin: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish cultures or origin (or descent), regardless of race.

> **PROGRAMMER INSTRUCTIONS ON G05**
>
> IF G05 = NO RESPONSE, DISPLAY SOFT CHECK: "Please provide an answer to this question and then click "Next". To continue without providing a response, click the "Next" button."

A10 = 1

G10. Which of the following best describes your race? You may choose more than one.

Select all that apply.

☐ a. White 1
☐ b. Black or African American 2
☐ c. Asian 3
☐ d. Native Hawaiian or other Pacific Islander 4
☐ e. American Indian or Alaska Native 5

HELP TEXT:

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: A person having origins in any of the black racial groups of Africa.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

> **PROGRAMMER INSTRUCTIONS ON G10**
>
> IF G10 = NO RESPONSE, DISPLAY SOFT CHECK: "Please provide an answer to this question and then click "Next". To continue without providing a response, click the "Next" button."

A10 = 1

G15. What is the highest degree you have earned?

- ❍ Associate's degree (for example: AA, AS) 1
- ❍ Bachelor's degree (for example: BA, BS) 2
- ❍ Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA) 3
- ❍ Educational Specialist or professional diploma based on at least one year of coursework past a Master's degree level 4
- ❍ Doctorate or an advanced professional degree beyond a Master's degree (for example: Ph.D, Ed.D, MD, DDS, DVM, JD) 5
- ❍ I do not have a degree 6   G25

> **PROGRAMMER INSTRUCTIONS ON G15**
>
> IF G15 = NO RESPONSE, DISPLAY SOFT CHECK: "Please provide an answer to this question and then click "Next". To continue without providing a response, click the "Next" button."

A10 = 1

G15 NE 6 OR G15 IS MISSING

FILL DEGREE FROM G15; IF G15 = MISSING, FILL "highest degree earned"

G20. What was your major(s) or field(s) of study for your [DEGREE/highest degree earned]?

| | (STRING 250)

G25. What teaching certification(s) have you ever held?

Select all that apply.

- ☐ a. Middle grades certification 1
- ☐ b. Elementary certification.. 2
- ☐ c. Secondary subject matter certification 3
- ☐ d. Special education certification.. 4
- ☐ e. Other 99

Please specify: [   ] (STRING 250)

- ☐ f. None... 5   G35

HELP TEXT:

Middle grades: By middle grades we mean a certification that is separate from elementary or secondary certification."

> **PROGRAMMER INSTRUCTIONS ON G25**
>
> IF "Other" IS SELECTED AND NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY HARD CHECK: "Please specify the other teaching certification(s) you have ever held."
>
> SELECTION OF G25f IS MUTUALLY EXCLUSIVE WITH SELECTION OF OTHER RESPONSE OPTIONS.

A10 = 1

G30. Have you received any specialized training in the instructional and organizational needs of a middle school?

Select all that apply.

- ☐ a. Certification coursework 1
- ☐ b. Professional development 2
- ☐ c. Master's degree... 3
- ☐ d. Doctoral degree... 4
- ☐ e. Other 99

Please specify: [   ] (STRING 250)

- ☐ f. Never received any specialized training.. 5

> **PROGRAMMER INSTRUCTIONS ON G30**
>
> IF G30e IS SELECTED AND NO RESPONSE IS ENTERED IN THE TEXT BOX, DISPLAY HARD CHECK: "Please specify any other specialized training in the instructional and organizational needs of a middle school you have received."
>
> SELECTION OF G30f IS MUTUALLY EXCLUSIVE WITH SELECTION OF OTHER RESPONSE OPTIONS.

G35. What other experiences in education have you had in the past?

Select all that apply.

- ☐ a. Principal/school administrator of another elementary school 1
- ☐ b. Principal/school administrator of another middle school or junior high school 2
- ☐ c. Principal/school administrator of another high school 3
- ☐ d. Assistant principal 4
- ☐ e. Elementary school teacher 5
- ☐ f. Middle school or junior high school teacher 6
- ☐ g. High school teacher 7
- ☐ h. Other 99

Please specify: [   ]   (STRING 250)

Finally, we would like to ask you about your years of experience.

G40. Including this school year…

a. How many years have you served as the [TITLE/current position you have] at any school/]? .... [   ] YEAR(S)

b. How many years have you served as the [TITLE/current position you have] at your current school? .... [   ] YEAR(S)

c. How many years have you taught sixth, seventh, or eighth grade? .... [   ] YEAR(S)
RANGE: 0–99

HELP TEXT:

School year: If this is your first year in your current position, please count it as "1" even if you have not finished an entire year.

> PROGRAMMER INSTRUCTIONS ON G40
>
> IF ENTRY IS NON-NUMERIC, DISPLAY SOFT CHECK: "Please enter only numbers in your response."
>
> IF ENTRY CONTAINS VALUES OUTSIDE OF THE RANGE OF 0-99, DISPLAY SOFT CHECK: "Please enter a value between 0 and 99."
>
> IF G40b > G40a, DISPLAY CONSISTENCY CHECK: "You entered a number greater than the number of years you have served at any school. This creates conflicting information. Please change your response(s) to be consistent."
>
> NUMERIC RESPONSES ONLY, WITH DECIMAL PERMITTED.

ALL

Section Review. These are all the questions we have for you. We appreciate you taking the time to complete the survey.

Your responses are very important to this study!

The following sections of your survey have not yet been fully completed:

- a. Introduction
- b. School Characteristics
- c. Support for Students
- d. School Programs
- e. School Environment
- f. School's Teachers
- g. Administrator Background

Please use the navigation bar at the top of this page or follow the link(s) above to return to the incomplete sections to provide any missing responses.

PROGRAMMER INSTRUCTIONS ON SECTION REVIEW

PLEASE POPULATE HYPERLINKED SECTION LIST BASED ON THE SECTIONS THAT ARE INCOMPLETE WHEN THE RESPONDENT REACHES THIS QUESTION. CLICKING ON THE HYPERLINK WILL TAKE THE USER BACK TO THE CORRESPONDING SECTION THAT IS NOT COMPLETED.

FOR SECTION A: INTRO TO BE COMPLETE

QUESTIONS: A05A, A10, A15 MUST ALL HAVE RESPONSES FOR EVERY ITEM ON THE SCREEN.

IF A05A = 2, THEN A05B, AND A05C MUST HAVE A RESPONSE, BUT OTHERWISE, A05B, AND A05C CAN BE BLANK.

FOR SECTION B: SCHOOL CHARACTERISTICS TO BE COMPLETE

QUESTIONS: B01, B05, B20A, B25, B30, B35, B40, B50 MUST ALL HAVE RESPONSES FOR EVERY ITEM ON THE SCREEN.

IF B01 = 5 OR 99 THEN B10 MUST HAVE A RESPONSE, BUT OTHERWISE B10 CAN BE BLANK.

IF B10 > 0, THEN B15 MUST HAVE A RESPONSE, BUT OTHERWISE B15 CAN BE BLANK.

FOR SECTION C: SUPPORT FOR STUDENTS TO BE COMPLETE

QUESTIONS: C01, C10, C15 MUST ALL HAVE RESPONSES FOR EVERY ITEM ON THE SCREEN.

FOR SECTION D: SCHOOL PROGRAMS TO BE COMPLETE

QUESTIONS: D01, D30, D35, D40, D45A, D45B, D45C, D50, D55, D60, D65, D70, D90 MUST ALL HAVE RESPONSES FOR EVERY ITEM ON THE SCREEN.

IF D01 =1, THEN D10, D15, D20, AND D25 MUST HAVE A RESPONSE, BUT OTHERWISE D10, D15, D20, AND D25 CAN BE LEFT BLANK.

IF D70 = 1, THEN D75, D80, AND D85 MUST HAVE A RESPONSE, BUT OTHERWISE, D75, D80, AND D85 CAN BE LEFT BLANK.

FOR SECTION E: SCHOOL ENVIRONMENT TO BE COMPLETE

QUESTIONS: E01, E05, E10, E15, E30 MUST ALL HAVE RESPONSES FOR EVERY ITEM ON THE SCREEN.

IF E15 = 1, THEN E20 AND E25, MUST HAVE A RESPONSE, BUT OTHERWISE E20 AND E25 CAN BE BLANK.

FOR SECTION F: SCHOOL'S TEACHERS TO BE COMPLETE

QUESTIONS: F01, F05, F10, F15, F20, F25, F30, F35, F40 MUST ALL HAVE RESPONSES FOR EVERY ITEM ON THE SCREEN.

FOR SECTION G: ADMINISTRATOR'S BACKGROUND TO BE COMPLETE

IF A10 = 1, THEN G01, G05, G10, G15, G25, G30, G35 G40, MUST ALL HAVE RESPONSES FOR EVERY ITEM ON THE SCREEN.

IF G15 NE 6 OR G15 IS MISSING, THEN G20 MUST HAVE A RESPONSE, BUT OTHERWISE G20 CAN BE BLANK.

ALL

END. These are all the questions we have for you. We appreciate you taking the time to complete the survey.

Thank you very much for participating in MGLS:2017!

Press "Submit" to complete and close the survey.