



*Survey Instrument
Supplement to*

ADDRESSING EARLY WARNING INDICATORS

**Interim Impact Findings from
the Investing in Innovation (i3)
Evaluation of DIPLOMAS NOW**

William Corrin
Susan Sepanik
Rachel Rosen
Andrea Shane

June 2016

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Introduction

This supplement includes copies of the teacher, administrator, and student surveys. All teachers and administrators (principals and assistant principals) at all study schools — both schools that implemented Diplomas Now (DN schools) and schools that did not (non-DN schools) — were asked to participate in a survey during the spring of each implementation year. Sixth- and ninth-grade students were asked to participate in a survey during the spring of the first implementation year. The following surveys are included in this supplement:

1. High School Teacher Survey – Spring 2014
2. High School Administrator Survey – Spring 2014
3. High School Student Survey – Spring 2013

Similar surveys were administered to middle school teachers, administrators, and students, with the exception of a few items specific to high schools. Slight changes to the surveys took place over the years of implementation, and a few minor differences in surveys existed across school districts due to district policies, but these differences did not affect the items used in the analyses. Most teachers and administrators participated in online versions of these surveys, but at some schools staff members could also fill out paper-and-pencil surveys. Students filled out paper-and-pencil surveys.

Diplomas Now - Teacher Spring 2014

Your contribution to the Diplomas Now Validation survey is extremely valuable and will allow you to share your perspectives on student supports, interventions, and the resources available in your school. This survey will be used to provide follow-up information about the **2013-2014** school year. The survey will take approximately 30 minutes to complete. Your participation in the survey is voluntary and there are no penalties to you for withdrawing your participation at any time. All of your information will remain confidential; data will be reported in aggregate and will not be linked to any individual respondent.

If you have questions about the survey or would like to request a copy, please contact Aracelis Gray at DiplomasNow@icfi.com.

Thank you for your time and contribution to this important effort!

Diplomas Now - Teacher Spring 2014

1. Counting the 2013-2014 school year, how many years have you taught at ANY SCHOOL, either full-time or part-time? (Please do not include time spent as a student teacher.)

- 0-4 years
- 5-9 years
- 10-14 years
- 15 or more years

2. Counting the 2013-2014 school year, how many years have you taught at THIS SCHOOL, either full-time or part-time? (Please do not include time spent as a student teacher.)

- 0-4 years
- 5-9 years
- 10-14 years
- 15 or more years

3. What type of certificate do you hold in this state? Please choose ONE.

- Advanced professional certificate or National Board Certification
- Professional, regular, or standard state certificate
- Probationary, provisional, initial, or preliminary state certificate
- Temporary or emergency certificate (e.g., out-of-state, out-of-field, alternative)
- Other (please specify):

4. What is the HIGHEST degree that you earned? Please choose ONE.

- Bachelor's Degree
- Master's Degree
- Educational Specialist or Advanced Graduate Studies (at least 1 year beyond Master's)
- Doctorate (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S)

5. Please enter your email address:

Diplomas Now - Teacher Spring 2014

6. Which of the following describes the position(s) you hold? Select ALL that apply.

- Full-time Classroom Teacher
- Part-time Classroom Teacher
- Peer Coach or Teacher Mentor
- Academic Team Leader or Coordinator (grade level or department chair)
- Interdisciplinary Team Leader
- Other (please specify):

7. What is the PRIMARY subject of most of the classes you have taught during the 2013-2014 school year? Please choose ONE.

- Math
- English, Reading or Language Arts
- Social Studies or Social Science (including history)
- Science
- Foreign Language
- Vocational-Technical Career Education
- Other (please specify):

8. Which of the following types of courses, if any, have you taught during the 2013-2014 school year? (Please select ALL that apply.)

- Remedial or credit recovery English course
- Accelerated English course
- Remedial or credit recovery Math course
- Accelerated Math course
- Transition course (e.g., Freshman seminar, navigating middle school)
- Special education course
- College preparation course
- I did NOT teach any of these types of courses in the 2013-2014 school year.

Diplomas Now - Teacher Spring 2014

9. Which category/categories describes the students you have taught during the 2013-2014 school year? (Please select ALL that apply.)

- 9th graders
- 10th graders
- 11th graders
- 12th graders

10. During the 2013-2014 school year, were you a member of an interdisciplinary team (i.e., a team of teachers across subject areas), organizational academy, and/or small learning community?

Yes

No

Diplomas Now - Teacher Spring 2014

11. To what extent would you disagree or agree with each of the following statements about your experiences at this school during the 2013-2014 school year?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The environment at this school was conducive to teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians were involved in school activities (e.g., health fairs, fundraisers, sporting events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members were involved in school activities (e.g., health fairs, fundraisers, sporting events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians supported school reform efforts, both those planned and implemented (e.g., scheduling models, curriculum selection).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members supported school reform efforts, both those planned and implemented (e.g., scheduling models, curriculum selection).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school helped all parents understand what they could do at home to support a student's success in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. During the 2013-2014 school year, how often did each of the following occur?

	Never, or once a year	More than once a year, but not monthly	At least once a month, but not weekly	More than once a month, but not weekly	At least once a week	More than once a week, but not daily	Daily
Parents/guardians and other community members were offered opportunities to participate in school initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians were invited to meetings with teams of teachers to discuss strategies for meeting individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You or other adults at your school provided additional support to students related to attendance such as calling absent students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. During the 2013-2014 school year, how many of the classes that you taught were extended periods (70-90 minutes)?

- None of my classes were extended periods.
- Few of my classes were extended periods.
- Most of my classes were extended periods.

Diplomas Now - Teacher Spring 2014

14. During the 2013-2014 school year, how often did the following occur at your school?

	Never, or once a year	More than once a year, but not monthly	At least monthly	More than once a month, but not weekly	At least once a week	More than once a week, but not daily	Daily	Not occurring in your school 2013-2014
School leaders (including peer coaches, mentors, and/or facilitators) provided you with instructional mentoring and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Math coach provided you with instructional mentoring and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Language Arts coach provided you with instructional mentoring and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You participated in a professional learning community with teachers from the same subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You collaborated with an interdisciplinary team of teachers who shared the same group of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You met with non-teaching professionals (including school administrators, coaches, specialists, case managers and/or counselors) to identify at-risk students and/or plan interventions for those students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. During the 2013-2014 school year, how many hours did you spend EACH WEEK participating in the following activities at your school?

	None	Less than 1 hour a week	1-2 hours each week	2-3 hours each week	More than 3 hours each week	Not occurring in your school 2013-2014
COMMON planning with same subject professional learning communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMON planning with an interdisciplinary team of teachers that shared the same students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing student data with an interdisciplinary team of teachers to identify student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with an interdisciplinary team of teachers to determine approaches to respond to student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching academic content coordinated across an interdisciplinary team, academy, or small learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. During the PAST MONTH, how often did you analyze the following types of data to target at-risk students?

	Never	At least once a month	More than once a month, but not weekly	Once a week	More than once a week, but not daily	Daily
Course performance data	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student attendance data	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior data	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diplomas Now - Teacher Spring 2014

17. During the PAST MONTH, how often did each of the following volunteers work with students in at least some of your classes?

	Never	At least once a month	More than once a month, but not weekly	Once a week	More than once a week, but not daily	Daily
Parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from local college/teacher preparation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
City Years corps members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of organized volunteer programs or other AmeriCorps members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer tutors (students from other classes in the school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

18. During the PAST MONTH, how often did each of the following volunteer activities occur with students in your classes?

	Never	At least once a month	More than once a month, but not weekly	Once a week	More than once a week, but not daily	Daily
Literacy one-on-one tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math one-on-one tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy small group tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math small group tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole class academic support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole class behavioral support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning/community service projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Topic-based workshops or curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework and assignment completion support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. During the PAST MONTH, how often did the following instructional activities occur in most of your classes?

	Never	At least once a month	More than once a month, but not weekly	Once a week	More than once a week, but not daily	Daily
Students worked in small groups or pairs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students worked on individual or group projects that lasted several days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were engaged in different learning activities at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students used manipulative materials to illustrate concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students applied classroom activities to real-life issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students worked individually at their desks on worksheets for at least half of the class period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students worked on writing assignments or journal entries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students worked on homework assignments during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tasks required students to use critical thinking and reasoning skills to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You assigned homework requiring students to interact with adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You provided demonstrations, modeling of strategies, and mini-lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participated in one-on-one or small group tutoring during your classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You taught academic content that blended career applications across academic courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You taught a curriculum that included career exploration and planning for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diplomas Now - Teacher Spring 2014

20. Please indicate “yes” or “no” to the following statements describing your school or your teaching during the 2013-2014 school year.

	Yes	No	Don't know/Does not apply
Students who were struggling in math received a “double dose” of math or a supplemental math course to help them catch up to their classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who were struggling in reading were received a “double dose” of language arts or a supplemental literacy course to help them catch up to their classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You implemented the same college preparation curriculum for all students in your classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diplomas Now - Teacher Spring 2014

21. To the best of your ability, please indicate how frequently the following activities occurred at your school during the 2013-2014 school year.

	Never	Rarely	Sometimes	Often	Always, as needed
You arranged for intensive supports and interventions for students by making appropriate referrals as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules for student behavior were consistently reinforced by administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules for student behavior were consistently reinforced by other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequently disruptive students received behavior coaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs assessments were conducted to quickly identify your students' needs and address them effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic and non-academic services for students at-risk of dropping out of school were coordinated to meet students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic and non-academic services for students at-risk of dropping out of school were monitored to ensure students' needs were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Think about the main partners organizations your school has worked with to help reform or transform the school. During the 2013-2014 school year, how frequently did you do the following:

	Never	Rarely	Sometimes	Often	Your school did not work with partner organizations in 2013-2014
You consulted with your school's reform partners when brainstorming for a solution when challenges arose in your classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You met with your school's reform partners to discuss students who need additional supports and/or to coordinate these supports and interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. During the 2013-2014 school year, did your school have a plan for parent and community engagement that was linked to specific goals for improving student learning and healthy development?

- Yes
- No
- Not Sure

24. For the 2013-2014 school year, how would you rate your school on each of the following?

	Poor	Fair	Good	Excellent	Not offered at the school this year
Having effective communications from school-to-home and from home-to-school about school programs and student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a wide range of volunteer opportunities for parents and community members to support the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving families with their children on homework and other curriculum-related activities and decisions, such as academic goals or plans for work or college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinating resources and services both from the community and to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please share any additional comments about supports, initiatives, and resources at your school:

Thank you for your time!

To submit your survey, please click the 'Submit' button below.

Diplomas Now - Admin Spring 2014

Your contribution to the Diplomas Now Validation survey is extremely valuable and will allow you to share your perspectives on student supports, interventions, and resources available in your school. This survey will be used to provide follow-up information about the **2013-2014** school year. The survey will take approximately 30 minutes to complete. Your participation in the survey is voluntary and there are no penalties to you for withdrawing your participation at any time. All of your information will remain confidential; all information will be reported in aggregate and will not be linked to any individual respondent.

If you have any questions about the survey or would like to request a copy, please contact Aracelis Gray at DiplomasNow@icfi.com. Thank you for your time and contribution to this important effort!

Background Information

1. Please select your **CURRENT** role at this school. Please choose only one.

- Principal
- Assistant Principal serving the entire student population
- Assistant Principal serving a subset of the student population
- Other (please specify):

2. Counting the 2013-2014 school year, how many years have you served as an administrator at **ANY SCHOOL**?

- 0-4 years
- 5-9 years
- 10-14 years
- 15 or more years

3. Counting the 2013-2014 school year, how many years have you served as an administrator at **THIS SCHOOL**?

- 0-4 years
- 5-9 years
- 10-14 years
- 15 or more year

4. Please enter your email address:

For the next three questions, please complete using the option that best describes your school.

5. During the 2013-2014 school year, did your school have a Language Arts coach to provide teachers with instructional mentoring and support that was...

- Working full-time in only your school?
- Working at least half-time in your school?
- Working less than half-time in your school?
- Or did your school not have one?

6. During the 2013-2014 school year, did your school have a Math coach to provide teachers with instructional mentoring and support that was....

- Working full-time in only your school?
- Working at least half-time in your school?
- Working less than half-time in your school?
- Or did your school not have one?

7. During the 2013-2014 school year, did your school regularly track student-level data on any of the below characteristics in order to identify at-risk students?

	Yes	No
Course performance	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>

8. To what extent would you disagree or agree with each of the following statements about your school during the 2013-2014 school year?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Goals and priorities for this school were clearly stated in a collective mission statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians were involved in school activities (e.g., health fairs, fundraisers, sporting events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members were involved in school activities (e.g., health fairs, fundraisers, sporting events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians supported school reform efforts, both those planned and implemented (e.g., scheduling models, curriculum selection).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members supported school reform efforts, both those planned and implemented (e.g., scheduling models, curriculum selection).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. During the 2013-2014 school year, how often did educators at your school use student data to target at-risk students for additional supports?

- Never or once a year
- More than once a year, but not monthly
- At least monthly
- More than once a month, but not weekly
- At least once a week
- More than once a week

10. During the 2013-2014 school year, how were classes organized at your school?

- In a 4x4 block schedule (e.g., four extended learning periods per day).
- In a 4x4+1 block schedule (e.g., four extended learning periods and one-enrichment elective period per day).
- Into 6 or 7 periods of 45 to 60 minutes per period.
- Some other way (please specify):

11. During the 2013-2014 school year, were any of the following school interventions or resources in place at your school?

	No, not in 2013-2014	Yes, 2013-2014 was the 1st year	Yes, for two or more years
Your school was sub-divided into distinct organizational units (e.g., such as schools-within-a-school, thematic academy, or small learning community).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A designated adult at the school, other than the principal or the assistant principal, was in charge of coordinating intensive interventions and community resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A designated adult at the school, other than the principal or the assistant principal, was in charge of coordinating school reform efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority of core courses were extended periods (e.g., 70 or more minutes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student curriculum included a course in effective transitions to high school (including topics such as strengthening study skills and improving behavior and interpersonal relationships).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were offered opportunities to participate in work-based learning experiences (e.g., internships, job shadowing or school-based enterprises).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students participated in the same college preparation curricula in core academic areas (e.g., math, language arts, science, and/or social studies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were provided information about post-secondary opportunities and requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school offered appropriate services or referrals to students' parents/guardians who need them (e.g., literacy or English language courses, job and career information, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. During the 2013-2014 school year, how often did principals and assistant principals at your school have the opportunity to participate in the following:

	Never or once a year	More than once a year, but not monthly	At least monthly	More than once a month, but not weekly	At least once a week	More than once a week	Daily
Professional development activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal/leader support network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Consider the main partner organizations that your school works with for reform or transformation. How often did each of the following activities occur during the 2013-2014 school year?

	Never or once a year	More than once a year, but not monthly	At least once a month	More than once a month, but not weekly	At least once a week	More than once a week	Daily	Your school did not work with partner organizations in 2013-2014
You communicated with these partners (e.g., through email, phone, or in person)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school's partners met with the school's leadership team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership shared data with the school's partners to help drive collective work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Did the main partner organizations that your school works with's external partners participate in the school's decision-making process?

- Yes
- No
- Your school did not work with partner organizations during the 2013-2014 school year

15. For the following questions, please respond "yes" or "no" as appropriate for your school during this 2013-2014 school year.

	Yes	No
Did educators conduct functional assessment of behavior as needed?	<input type="radio"/>	<input type="radio"/>
Did educators implement individualized behavior plans as needed?	<input type="radio"/>	<input type="radio"/>
Did students with frequent disruptive behavior receive a daily check-in with an adult to monitor their progress in meeting behavior goals as needed?	<input type="radio"/>	<input type="radio"/>
Were students identified as at-risk provided with an individual case plan that could be used to set goals and monitor progress in meeting those goals?	<input type="radio"/>	<input type="radio"/>

16. During the 2013-2014 school year, how often did teachers, or other staff at your school, do the following?

	Never	Rarely	Sometimes	Often	Always, when needed
Followed up with students when they had attendance issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followed up with students when they had behavior issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranged for targeted and intensive supports for students' academic needs related to course performance (e.g., tutoring, mentoring) by making the appropriate referrals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranged for targeted and intensive supports for students' non-academic needs (e.g., behavior, health, safety, social, and emotional) by making appropriate referrals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited parents/guardians to meet and discuss strategies for responding to individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. During the PAST MONTH, how often did teachers engage in the following activities at your school?

	Never	At least once a month	More than once a month, but not weekly	At least once a week	More than once a week, but not daily	Daily
Same subject professional learning communities engaged in COMMON planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary teams (i.e., teams of teachers across subject areas) engaged in COMMON planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teams of teachers reviewed data on individual students' academic progress and/or course performance to identify student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teams of teachers reviewed data on individual students' attendance to identify student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teams of teachers reviewed data on individual students' behavior to identify student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teams of teachers determined approaches to respond to identified student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. During the PAST MONTH, how often have each of the following volunteers worked with students at your school?

	Never	At least once a month	More than once a month, but not weekly	At least once a week	More than once a week, but not daily	Daily
Parents or guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from a local college/ teacher preparation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
City Year corps members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of organized volunteer programs or other AmeriCorps members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer tutors (students from other classes in the school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

19. During the PAST MONTH, how often did, teachers, other staff members, or volunteers at the school do the following activities:

	Never	At least once a month	More than once a month, but not weekly	At least once a week	More than once a week, but not daily	Daily
Provided additional academic support when students had issues with course performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Called parents to talk about students' academic, behavioral, and/or attendance issues or progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. During the 2013-2014 school year, how frequently were the following supports provided to students at your school?

	Never	Rarely	Sometimes	Often	Always, when needed
Students were provided with clothing, school supplies, and/or food as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were provided with health and wellness services as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were provided with mental health services as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about career fairs, job shadowing, and/or internship opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about college readiness (e.g., college tours, SAT preparation, FAFSA support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs and activities designed to promote a positive school culture and climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. During the 2013-2014 school year, how often were students offered opportunities to participate in each of the following activities?

	Rarely	Monthly	Bi- weekly	Weekly	Daily
Academic tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning and/or community service projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring services from college students or recent graduates who can act as role models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior/anger management support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. During the 2013-2014 school year, how often were academic enrichment opportunities (including homework help, service learning, tutoring, test preparation, etc.) offered to students outside of normal school hours?

- Never or once a year
- More than once a year, but not monthly
- At least monthly
- More than once a month, but not weekly
- At least once a week
- More than once a week, but not daily
- Daily

23. During the 2013-2014 school year, how often did your school sponsor events that included participation from families and/or community members (e.g. health expos, job fairs, science fairs, theatrical productions, music events, etc.)?

- Never or once a year
- More than once a year, but not monthly
- At least monthly
- More than once a month, but not weekly
- At least once a week
- More than once a week, but not daily
- Daily

24. Please share any additional comments about supports, initiatives, and resources at your school:

Thank you for your time!

To submit your survey, please click the 'Submit' button below.

High School Student Educational Survey

This booklet has questions about your experiences and activities this school year. Your answers to these questions will be kept confidential; they will only be seen by researchers outside of this school who are studying how to improve education.

You are not required to participate in this survey, but the information you provide will be very helpful to make this school and other schools better for students who follow you. While we hope you will answer each question, you are free to skip any question that you do not wish to answer. Remember—This is not a test. There are no right or wrong answers. Please work on your own. It is important to tell what you really think; be honest.

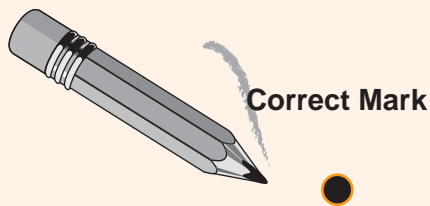
If you have any questions about one of the statements or the answer scale ask one of the adults who gave you the survey. They are here to help you.

Marking Instructions

Read each question carefully.

Make a HEAVY MARK that fills the circle next to your answer.

Incorrect Marks



- Use PENCIL.
- Erase cleanly any answer you wish to change.
- Make no stray marks on this form.
- Do not fold or tear this form.

EXAMPLE

How strongly do you agree or disagree with the following statements?

The lunch served in the school cafeteria is delicious.

Winter is my favorite season of the year.

<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

MAKE NO MARKS IN THIS AREA



About You

1. What month were you born?

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

2. What year were you born?

- 1992
- 1993
- 1994
- 1995
- 1996
- 1997
- 1998
- 1999
- 2000
- 2001
- 2002

3. What is your sex?

- Male
- Female

4. Of the following choices, which best describes you?
(Mark all that apply)

- Asian/Pacific Islander
 - Hispanic
 - Black/African American
 - White, not Hispanic
 - Native American/American Indian
 - None of the above describes me.
- Please specify how you identify:
-

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR EXPERIENCES THIS YEAR

About Your School

5. How strongly do you agree or disagree...

- a. I feel safe at this school.
- b. Most days I enjoy coming to school.
- c. I would switch to a different school if I could.
- d. Overall, other students at this school accept me for who I am.
- e. I feel that I 'fit in' at my school.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

-
-
-
-
-

About Your Schoolwork

6. How strongly do you agree or disagree...

- a. If I try hard, I believe I can do my schoolwork well.
- b. If I don't give up, I believe I can do schoolwork that is hard.
- c. If I have enough time, I believe I can do well in my schoolwork.
- d. When I have a project to do, I worry about it a lot.
- e. I worry about getting bad grades on tests and projects.
- f. When I take tests, I don't feel very good.
- g. I worry about school and schoolwork.
- h. I don't give up easily.
- i. If I don't understand my schoolwork, I keep trying until I do.
- j. If my homework is difficult I keep trying to work on it trying to figure it out.
- k. When I am taught something that doesn't make sense, I spend time trying to understand it.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

-
-
-
-
-
-
-
-
-
-
-

About Your Schoolwork *(continued)*

7. How often do you agree with the following statements about yourself?

	<u>Never</u>	<u>Sometimes</u>	<u>Very Often</u>	<u>All the Time</u>
a. I pay attention in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I stay on task in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I complete all my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I think that what we are learning in my classes is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I understand what is expected of me in class and on assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I like what I am learning in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How strongly do you agree or disagree...

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
a. My classes prepare me for what I plan to do in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. What I learn in my classes is important for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Working hard in my classes will matter for my future success in a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Learning at school is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. It's important to me to understand what I'm taught at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Each week I try less and less at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I don't really care about school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I'm not involved in things like class activities and class discussions at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I've given up on being interested in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About Your Teachers

9. How strongly do you agree or disagree...

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
a. Students at my school get along well with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My teachers meet with me to talk about schoolwork and give me extra help if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My teachers really listen to what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers at this school set a positive example for students with their actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If I had a problem outside of the classroom, I felt I could talk to a teacher at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My teachers notice when I am doing a good job and let me know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers at my school try to be fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Someone from school called my home when I was absent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About Your Principals, Assistant Principals and other adults in your school that are not teachers

10. How strongly do you agree or disagree...

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
a. Principals, Assistant Principals, and other adults in this school are respectful of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Principals, Assistant Principals, and other adults in this school are respectful of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Principals, Assistant Principals, and other adults in my school are fair when enforcing rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At least one adult at this school other than my teacher(s) really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About Your Principals, Assistant Principals and other adults in your school that are not teachers
(continued)

10. How strongly do you agree or disagree...	Strongly Disagree	Disagree	Agree	Strongly Agree
e. At least one adult at this school other than my teacher(s) checks in with me almost every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. At least one adult at this school other than my teacher(s) encourages me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I could go to at least one adult at my school other than a teacher to get help with solving problems at home or school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About Your Academy/Small Learning Community

11. Are you enrolled in a Ninth Grade Academy, Career Academy, or small learning community (SLC) with the same group of students?
<input type="radio"/> Yes
<input type="radio"/> No → (skip question 12, go to question 13)

12. What subject area best describes the focus of your Academy or SLC?

- 9th Grade Academy
- Technology/Engineering
- Creative or Performing Arts
- Law
- Culture, Media, or Humanities
- Business, Entrepreneurship, or Finance
- Health
- Public/Human Services
- Twilight School/Alternative School
- Other

13. How strongly do you agree or disagree...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My academy/small learning community is located in its own part of the school building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I take most or all of my classes with other students in my academy/small learning community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers and administrators I pass in the halls of my academy/small learning community know me by name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I had the opportunity to choose the academy/small learning community I wished to be in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Splitting up school into academies/small learning communities helps students to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About Your Career Goals

14. How strongly do you agree or disagree...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Students at this school work on problems that reflect real life situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My teachers prepare me for life by explaining how schoolwork applies to a job or career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school has really helped me understand the jobs or careers that fit me best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have completed a job or career interest survey that provides information for me about my goals and strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I know how much education I will need for the jobs or careers I really want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About What You Are Doing in School

15. How often do you use the following skills?

	<u>Never</u>	<u>Sometimes</u>	<u>Very Often</u>	<u>All the Time</u>
a. Working in teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Note taking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mind mapping/graphic organization of information (for example, KWL charts and venn diagrams).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Formulas or rhymes used to help you remember things (mnemonic devices).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Time management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Test preparation/test taking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Conflict resolution/strategies for controlling anger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Social skills (cooperation, active listening, compromise, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About Problems at This School

16. How much of a problem are the following...

	<u>Not a Problem</u>	<u>A Small Problem</u>	<u>A Medium Problem</u>	<u>A Big Problem</u>
a. Bullying/Cyber bullying (students repeatedly teasing other students in person or online).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students fighting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students cutting classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers not being able to control the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Physical abuse of teachers or other adults in the school by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Verbal abuse of teachers or other adults in the school by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Vandalism/destruction of school property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students bringing weapons like knives and guns to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Students using/abusing drugs and alcohol in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Students involved in gangs or gangs being on school property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About Your School Progress

17. Have you participated in any school-sponsored after-school activities THIS YEAR?

- Yes
 No —————> (skip question 18; go to question 19)

18. What focus best describes the activity or activities? (Mark all that apply)

- Athletics or Cheerleading
 Academics
 Art, Music, or Acting
 Culturally-based Club
 Homework help/assignment completion
 Test preparation
 Tutoring
 Service learning (opportunities to serve your school or community)
 Other (please describe the activity here): _____

About Your School Progress *(continued)*

19. How many times did the following things happen to you THIS YEAR?	<u>Never</u>	<u>1 - 3 Times</u>	<u>4 - 6 Times</u>	<u>7 - 9 Times</u>	<u>10 or More Times</u>
a. I was late for school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I cut class or skipped school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I cheated on tests or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I got in trouble during class for being disruptive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I got in trouble for cussing or swearing at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I got into an argument with a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I was suspended from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I was put on internal suspension/probation at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I got into a fight where I hit someone or I was hit by someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I did not hand in my class assignments or homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Please share other things that concern you about your school.

Thank you for completing this survey.

Please return your completed survey to the person who gave it to you.

About MDRC

MDRC is a nonprofit, nonpartisan social and education policy research organization dedicated to learning what works to improve the well-being of low-income people. Through its research and the active communication of its findings, MDRC seeks to enhance the effectiveness of social and education policies and programs.

Founded in 1974 and located in New York City and Oakland, California, MDRC is best known for mounting rigorous, large-scale, real-world tests of new and existing policies and programs. Its projects are a mix of demonstrations (field tests of promising new program approaches) and evaluations of ongoing government and community initiatives. MDRC's staff bring an unusual combination of research and organizational experience to their work, providing expertise on the latest in qualitative and quantitative methods and on program design, development, implementation, and management. MDRC seeks to learn not just whether a program is effective but also how and why the program's effects occur. In addition, it tries to place each project's findings in the broader context of related research — in order to build knowledge about what works across the social and education policy fields. MDRC's findings, lessons, and best practices are proactively shared with a broad audience in the policy and practitioner community as well as with the general public and the media.

Over the years, MDRC has brought its unique approach to an ever-growing range of policy areas and target populations. Once known primarily for evaluations of state welfare-to-work programs, today MDRC is also studying public school reforms, employment programs for ex-offenders and people with disabilities, and programs to help low-income students succeed in college. MDRC's projects are organized into five areas:

- Promoting Family Well-Being and Children's Development
- Improving Public Education
- Raising Academic Achievement and Persistence in College
- Supporting Low-Wage Workers and Communities
- Overcoming Barriers to Employment

Working in almost every state, all of the nation's largest cities, and Canada and the United Kingdom, MDRC conducts its projects in partnership with national, state, and local governments, public school systems, community organizations, and numerous private philanthropies.