

STUDY OF HIGH SCHOOL STRATEGIES TO IMPROVE GRADUATION RATES

Thank you for participating in this survey, which is intended to help policymakers and practitioners understand what high schools across the country are doing to help students stay in and complete school. The survey asks about strategies that your school may be using during the 2014–15 school year and takes about 30 minutes to complete. The data collected will be used to understand what services and supports are available to high school-age students, the nature of the services provided, and the extent of student participation in these services and supports. Information collected from school leaders like you will help shape efforts to improve the quality of the high school experience, especially for those students at risk for not graduating high school.

This study is being conducted for the U.S. Department of Education as part of its High School Graduation Initiative (HSGI). The Department has contracted with SRI International and its partner, RTI International, to develop and administer the survey and analyze survey results.

All responses will be protected from disclosure and no schools or individuals will be identified by name, except as required by law. No individuals, other than research staff, will see any individually identifying data (for example, names or addresses). Your participation is voluntary; however, your school's participation is very important to enable this study to provide policymakers with accurate and complete information. Data collection is being conducted in only a sample of schools throughout the nation. This greatly increases the importance of your response since it represents many other schools.

If you have any questions about the study, please call 866-861-4659. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection in Durham, North Carolina, toll-free at 1-866-214-2043.

We thank you in advance for your cooperation in this important research. Please click "next" to begin the survey.

YOUR STUDY ID:

YOUR STUDY PASSWORD:

<h2><u>Background</u></h2>

1. Which of the following most closely describes your job title?

(Please select only one)

{Only allow one selection}

- Principal •
 - Vice or assistant principal •
 - School counselor •
 - Program director or program lead •
 - Social worker •
 - Other •
- (Please specify: _____)

2. Including this year, how many years have you been in any position or job in this school?

(Please round up to the next year)

{Only allow one selection}

- 1 to 5 •
- 6 to 10 •
- 11 to 15 •
- More than 15 •

3. Which of the following best describes your school?

(Please select only one)

{Only allow one selection}

- A regular school (not including magnet or charter schools). ●
- A charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations). ●
- A school with only a special or magnet program (e.g., a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school). ●
- A regular school with a special or magnet program component (e.g., science or math, performing arts, talented or gifted, or foreign language immersion program)
- A career, technical, or vocational school (a high school that uses a career-themed curriculum in academic coursework. Designed to engage students who are not interested in a traditional program of study and to make classes more relevant to them. Includes magnet high schools with a career theme such as a science, technology, engineering, and mathematics (STEM) high school.) ●
- An alternative school (a school that offers a curriculum designed to provide nontraditional education to students; e.g., to students at risk of school failure or dropout in a traditional setting). ●
-

4. What diploma or certificate does your school offer?

(Check all that apply)

- High school diploma •
 - GED or other high school graduation equivalency •
 - Certificate of attendance •
 - None of the above •
 - Other •
(Please Specify: _____)
-

This section asks about a **case manager**. For the purposes of this survey, a case manager is an adult broker of different services to meet individual students' needs, including academic, social, health, and financial (e.g., case management model, intrusive advising). A case manager is **not** a traditional high school counselor who focuses primarily on academic advising.

5. In the 2014-15 school year, does your school have case managers?

(Please select only one)

{Only allow one selection}

Yes

No

•

•

If user responds "Yes" to Q5, ask Q6 through Q14. Otherwise, skip to Q15.

6. What is the typical caseload for the case managers in your school?

(Please select only one)

{Only allow one selection}

1 to 10 students

11 to 15 students

16 to 20 students

More than 20 students

•

•

•

•

7. How are case managers allocated to students?

(Please select only one)

{Only allow one selection}

Offered of all students (school-wide)

Offered to a subset of students

Assigned to all students (school-wide)

Assigned to a subset of students

•

•

•

•

If user responds "Subset of students" to Q7 ask Q8 & Q9. Otherwise, skip to Q10.

8. On average, approximately what percentage of high school students in your school receives a case manager in the 2014-15 school year? {Slide bar for 0% to 100%}

9. Are any of the following subsets of students targeted for receiving a case manager?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
- Students with discipline or behavioral issues •
- Students performing below standards or grade level •
- Students in a particular grade level, regardless of performance •
- Students referred by high school staff (e.g., counselor or teacher) •
- Reentry students •
- English Language Learners •
- Other •

(Please Specify _____)

10. Typically, which of the following qualifications do the case managers in your school have?

(Please select one option for each row)

	Required to have	Sometimes have	Never have	Don't know
Licensed in a mental health field (e.g., social work)	•	•	•	•
Licensed in a physical health field (e.g., nursing)	•	•	•	•
Law degree	•	•	•	•
Paralegal degree	•	•	•	•
High school counselor	•	•	•	•
Certified teacher or certified support staff	•	•	•	•
Other	•	•	•	•

(Please specify: _____)

11. Do the case managers in your school provide their services at your school location?	Always •	Sometimes •	Never •	Don't know •
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12. Do the case managers typically fill any other roles or duties at your school? (Please select one option for each row)	Always	Sometimes	Never	Don't know
Teaching duties	•	•	•	•
Administrative duties	•	•	•	•
Social work duties	•	•	•	•
School nurse or medical duties	•	•	•	•
Guidance counselor	•	•	•	•
Mental health counselor or psychologist	•	•	•	•

13. What types of services do case manager(s) in your school provide? (Check all that apply)	
Ensure that students stay on track academically	•
Provide advice about postsecondary options	•
Help raise students' educational or career goals	•
Improve student engagement in school	•
Prevent at-risk behavior	
Model positive and respectful behavior	•
Develop conflict resolution skills	•
Monitor attendance	
Help select classes	
Address family issues or concerns	•
Explore community resources to address individual needs	•
Other	•
(Please Specify _____)	

14. On average, how often do students meet with their case manager?

(Please select only one)

{Only allow one selection}

- Daily •
- Weekly •
- Every other week •
- Once a month •
- Less frequently than once a month •
- I don't know •

This section asks about **Adult Mentoring**. For the purposes of this survey, an adult mentor is an adult assigned to student(s) to ensure that the students stay on track academically, help raise students' educational goals, and offer a sounding board for students' personal concerns. An adult mentor is **not** a case manager or regular school counselor.

15. In the 2014-15 school year, does your school have formal adult mentor(s)?

(Please select only one)
 {Only allow one selection}

Yes	No
<input type="radio"/>	<input type="radio"/>

If user responds "Yes" to Q15, ask Q16 through Q24. Otherwise, skip to Q25.

16. How are formal adult mentor(s) allocated to students?

(Please select only one)
 {Only allow one selection}

- Offered of all students (school-wide) •
- Offered to a subset of students •
- Assigned to all students (school-wide) •
- Assigned to a subset of students •

If user responds "Subset of students" to Q16, ask Q17 & Q18. Otherwise, skip to Q19.

17. On average, approximately what percentage of high school students in your school receives an adult mentor in the 2014-15 school year?

{Slide bar for 0% to 100%}

18. Are any of the following subset(s) of students targeted for receiving an adult mentor?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
- Students with discipline or behavioral issues •
- Students performing below standards or grade level •
- Students performing above standards or grade level •
- Students in a particular grade level, regardless of performance •
- Students recommended by high school staff (e.g., counselor or teacher) •
- Reentry students •
- English Language Learners •
- Other •

(Please Specify _____)

19. Who serves as formal adult mentor(s) in your school?

(Check all that apply)

- Teachers •
- School counselors •
- Administrative staff •
- Community volunteers •
- Community-based agency staff •
- District-employed staff whose job is to mentor students •
- College students •
- Other •

(Please specify: _____)

20. For what purpose do you assign formal adult mentor(s) in your school?

(Check all that apply)

- To ensure that students stay on track academically •
- To provide advice about postsecondary options •
- To help raise students' educational or career goals •
- To serve as a sounding board for personal concerns •
- To improve student engagement in school •
- To prevent at-risk behavior •
- To model positive and respectful behavior •
- To develop conflict resolution skills •
- To monitor attendance •
- To help select classes •
- To address family issues or concerns •
- To explore community resources to address individual needs •
- Other •
(Please Specify _____)

21. What information do you use to match students with their particular adult mentor?

(Check all that apply)

- Academic record •
- Discipline record •
- Teacher recommendation •
- Other adult recommendation •
- Student selection of mentor •
- Convenience (e.g., time, geography) •
- Other •
(Please Specify _____)

22. Are students required to meet with their formal adult mentor?

(Please select only one)
{Only allow one selection}

- Yes •
- No •

23. On average, how often do students meet with their formal adult mentor?

(Please select only one)

{Only allow one selection}

- Daily •
 - Weekly •
 - Every other week •
 - Once a month •
 - Less frequently than once a month •
 - I don't know •
-

24. On average, how many students share the same formal adult mentor?

(Please select only one)

{Only allow one selection}

- 1 student •
 - 2 to 5 •
 - 6 to 10 •
 - More than 10 •
-

This section asks about **Access to Social Services**. For the purposes of this survey, access to social services is access to health, mental health, child care, and other social services. These services may be provided by the school, or schools may refer students and families to outside agencies.

25. In the 2014-15 school year, did your school make formal referrals for any of your students to outside agencies to address individual student needs?

(Please select only one)

{Only allow one selection}

Yes
•

No
•

If user responds "Yes" to Q25, ask Q26 through Q30. Otherwise, skip to Q31.

26. To what type of social services does your school most often refer students?

(Check all that apply)

- Health services •
- Mental health services (e.g., anger management, communication, fostering healthy relationships, individual and/or family counseling) •
- Child care for teen parents •
- Engaging parents/families to understand the academic, career, and/or personal needs of the student •
- Resources to increase parent/family awareness of best practices in monitoring academic progress •
- Immigrant/new arrivals services •
- Resources to address material needs (e.g., transportation, shelter, clothing) •
- Other •
(Please specify: _____)

27. To whom do you refer students for social services?

(Check all that apply)

- Nonprofit community-based organizations (CBOs) •
 - Religious/church organization (e.g., Catholic Charities) •
 - Community mental health agency •
 - Public health agency •
 - Juvenile justice agency •
 - Social services agency •
 - Local business or other for-profit organization •
 - Other •
- (Please specify _____)

28. On average, approximately what percentage of high school students in your school has been referred to outside agencies for social services in the 2014-15 school year?

{Slide bar for 0% to 100%}

29. Are you informed about whether referrals result in action taken for the student at the outside agency?

(Please select only one)

{Only allow one selection}

- | | | |
|-------------|-------------------|----|
| Yes, always | Yes,
sometimes | No |
| • | □ | • |

If user responds "No" to Q29, ask Q30. Otherwise, skip to Q31.

30. From your perspective, do referrals typically result in action taken by an outside agency?

(Please select only one)

{Only allow one selection}

- | | | |
|-------------|-------------------|----|
| Yes, always | Yes,
sometimes | No |
| • | □ | • |

31. Does your school offer any of the following services on-site?

(Check all that apply)

- Does not apply, services not provided on site •
- Health services •
- Mental health services (e.g., anger management, communication, fostering healthy relationships, family counseling) •
- Child care for teen parents •
- Engaging parents/families to understand the academic, career, and/or personal needs of the student •
- Providing resources to increase parent/family awareness of best practices in monitoring academic progress •
- Immigrant/new arrivals services •
- Addressing material needs (e.g., transportation, shelter, clothing) •
- Other •
(Please Specify: _____)

If user responds "Does not apply" to Q31, skip to Q33

32. On average, approximately what percentage of high school students in your school receives social services on site in the 2014-15 school year?

{Slide bar for 0% to 100%}

This section asks about **Credit Recovery**. For the purposes of this survey, credit recovery is credit-bearing courses to help students make up failed classes and keep them on track for graduation.

33. In the 2014-15 school year, does your school have credit-recovery courses or programs?

(Please select only one)

{Only allow one selection}

Yes

No

•

•

If user responds "Yes" to Q33, ask Q35 through Q41. Otherwise, skip to Q42.

34. On average, approximately what percentage of high school students in your school is offered credit-recovery courses or programs in the 2014-15 school year?

{Slide bar for 0% to 100%}

35. Are any of the following subset(s) of students targeted for taking credit-recovery courses or programs?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
- Students with discipline or behavioral issues •
- Students performing below standards or grade level •
- Students in a particular grade level, regardless of performance •
- Students recommended by high school staff (e.g., counselor or teacher) •
- Re-entry students •
- English Language Learners •
- Other •

(Please Specify _____)

36. How are credit-recovery courses typically offered?

(Check all that apply)

- Online •
 - In person •
 - Blended learning (e.g., online with an in-person facilitator) •
-

37. Where are credit-recovery courses offered?

(Check all that apply)

- At your school (including computer or resource lab) •
 - In the students' homes •
 - {Load only if "Online" Or "Blended Learning" was selected in Q36} •
 - At another school •
 - At another location (e.g., reengagement center) •
 - (Please specify: _____)
-

38. When are credit-recovery courses offered to your students?

(Check all that apply)

- During the summer •
 - During the regular school day •
 - Before and/or after school during the week •
 - On weekends during the school year (e.g., Saturday school) •
-

39. Who provides instruction in credit-recovery courses in your school?

(Check all that apply)

- Teacher provided by the online course provider •
 - {Load only if the user selects "Online" or "blended learning" in Q36} •
 - Classroom teachers •
 - Resource lab teachers •
 - Paid tutors hired by the school •
 - Unpaid tutors hired by the school •
 - Tutors hired by an outside organization •
 - Adult mentors •
 - Other school staff (e.g., administrators, paraprofessionals) •
 - Other •
 - (Please specify _____)
-

40. On average, approximately what percentage of high students in your school is participating in credit recovery at any location in the 2014-15 school year?

{Slide bar for 0% to 100%}

41. On average, approximately how many students per teacher are there in each credit-recovery class in your school?

(Please select only one)

{Only allow one selection}

- Does not apply, no teacher •
 - 1 to 5 students •
 - 6 to 10 students •
 - 11 to 15 students •
 - 16 to 20 students •
 - 21 to 25 students •
 - 26 to 30 students •
 - More than 30 students •
-

This section asks about **Accelerated Academic Programs**. For the purposes of this survey, accelerated academic programs provide students with the opportunity to experience a postsecondary course or earn college credits while in high school (e.g., Early/Middle College, Advanced Placement [AP], International Baccalaureate [IB], dual enrollment, Cambridge/Advanced International Certificate of Education [AICE]).

42. In the 2014-15 school year, does your school have accelerated academic programs?

(Please select only one)

{Only allow one selection}

Yes

No

•

•

If user responds "Yes" to Q42, ask Q43 through Q52. Otherwise, skip to Q53.

43. Are accelerated academic programs offered to all students (school-wide) or to a specific subset of students?

(Please select only one)

{Only allow one selection}

All students
(school-wide)

Subset of
students

•

•

If user responds "All students" to Q43, skip to Q46.

If user responds "Subset of students" to Q43, ask Q44 through Q455.

44. On average, approximately what percentage of high school students in your school is offered an accelerated academic program in the 2014-15 school year?

{Slide bar for 0% to 100%}

45. Are any of the following subset(s) of students targeted for receiving accelerated academic programs?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
 - Students with discipline or behavioral issues •
 - Students performing below standards or grade level •
 - Students performing above standards or grade level •
 - Students in a particular grade level, regardless of performance •
 - Students recommended by high school staff (e.g., counselor or teacher) •
 - Re-entry students •
 - English Language Learners •
 - Other •
- (Please Specify _____)

46. On average, approximately what percentage of high school students in your school participates in an accelerated academic program in the 2014-15 school year?

{Slide bar for 0% to 100%}

47. How are accelerated academic programs typically delivered to your students?

(Check all that apply)

- Online •
- As a classroom course •
- Blended learning (e.g., online with an in-person facilitator) •

48. Where are accelerated academic programs offered?

(Check all that apply)

- At your school •
 - At another high school •
 - On a college campus •
 - In the students' homes •
 - {Load this option only if the user selects "Online" or "blended" in Q47} •
 - At another location •
- (Please specify: _____)

49. Who leads or facilitates the accelerated academic programs delivered to your students?

(Check all that apply)

- A high school teacher, including those certified or hired as a college adjunct •
 - A college professor •
 - A teacher provided by the online course provider •
 - {Load only if the user selects "Online" or "blended" in Q47}
 - Don't know •
 - Other •
(Please Specify_____)
-

50. Are any of the following required for at-risk students to participate in these accelerated courses?

(Check all that apply)

- Does not apply, at-risk students do not participate •
 - Teacher recommendation •
 - School administrator or guidance/school counselor approval •
 - Grade level (e.g., only juniors or seniors may enroll) •
 - Minimum GPA •
 - Satisfactory attendance record •
 - Minimum score on a standardized test or college placement exam •
(e.g., state test, SAT or ACT)
 - Parent involvement (e.g., parent contract) •
 - Other •
(Please Specify_____)
-

If user responds "Does not apply" in Q50, skip to Q53.

51. Do you provide any of the following supports to facilitate the enrollment and persistence of at-risk students in these courses?

(Check all that apply)

- Adult mentors •
- Peer mentors •
- Credit recovery •
- Tutoring •
- Academic support classes •
- Additional counseling •
- Advancement Via Individual Determination (AVID) classes •
- Other •

(Please Specify _____)

52. What form of advanced coursework is offered to at-risk students?

(Check all that apply)

- Advanced placement (AP) courses for college credit •
- International Baccalaureate (IB), an international curriculum certified by the International Baccalaureate Organizations •
- Early college or middle college program (combining high school and college coursework to compress the time it takes to earn both a high school diploma and the first two years of college, and/or an associate's degree) •
- Dual high school and college enrollment classes (students earn both high school and college credit) •
- Other •

(Please Specify _____)

This section asks about **Academic Support Classes**. For the purposes of this survey academic support classes are high school credit-bearing classes designed to support students in their required core academic classes, such as algebra, by providing additional instructional time (e.g., double-dose instruction). These academic support classes are not academic tutoring but are part of a students' regular schedule of classes.

53. In the 2014-15 school year, does your school offer academic support classes?

(Please select only one)

{Only allow one selection}

Yes	No
<input type="radio"/>	<input type="radio"/>

If user responds "Yes" to Q53, ask Q54 through Q61. Otherwise, skip to Q62.

54. How are academic support classes allocated to students?

(Please select only one)

{Only allow one selection}

- | | |
|--|-----------------------|
| Offered of all students (school-wide) | <input type="radio"/> |
| Offered to a subset of students | <input type="radio"/> |
| Assigned to all students (school-wide) | <input type="radio"/> |
| Assigned to a subset of students | <input type="radio"/> |

If user responds "Subset of students" to Q54, ask Q56 & Q55. Otherwise, skip to Q587.

55. On average, approximately what percentage of high school students in your school is participating in academic support classes in the 2014-15 school year?

{Slide bar for 0% to 100%}

56. Are any of the following subset(s) of students targeted for receiving academic support classes?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
 - Students with discipline or behavioral issues •
 - Students performing below standards or grade level •
 - Students in a particular grade level, regardless of performance •
 - Students recommended by high school staff (e.g., counselor or teacher) •
 - Reentry students •
 - English Language Learners •
 - Other •
- (Please Specify _____)
-

57. On average, approximately how many students per teacher are there in each academic support class in your school?

(Please select only one)

{Only allow one selection}

- 1 to 5 students •
- 6 to 10 students •
- 11 to 15 students •
- 16 to 20 students •
- 21 to 25 students •
- 26 to 30 students •
- More than 30 students •

58. When are the academic support classes in your school typically taught?

(Please select only one)

{Only allow one selection}

- Same day, right before or after the regular core course •
- Same day, but not right before or after the regular core course •
- A different day in the same week •
- A different week •
- In a different semester •

59. Who typically teaches the academic support classes in your school?

(Check all that apply)

- The student's regular core course teacher (e.g., English, math, science) •
- Another regular core course teacher •
- A special education classroom or pull-out teacher (also teaches students outside of support classes) •
- A teacher who only teaches support courses (does not have any other teaching duties) •
- A tutor (unlicensed educator) •
- Other •
(Please specify _____)

60. What curriculum is used in academic support classes in your school?

(Please select only one)

{Only allow one selection}

- The same curriculum used in the regular core course •
- A support curriculum or materials that are aligned with the regular core course •
- A support curriculum or materials that are not aligned with the regular core course •
- There is no curriculum •
- Other •
(Please specify _____)

61. How are academic support classes typically delivered?

(Check all that apply)

- Online •
 - In person •
 - Blended learning (e.g., online with an in-person facilitator) •
-

This section asks about **Academic Tutoring**. For the purposes of this survey, academic tutoring is **mandated** tutoring for students who have fallen behind academically.

62. In the 2014-15 school year, does your school have mandated academic tutoring?

(Please select only one)

{Only allow one selection}

Yes	No
<input type="radio"/>	<input type="radio"/>

If user responds "Yes" to Q62, ask Q64 through Q74. Otherwise, skip to Q75.

63. On average, approximately what percentage of high school students in your school is participating in mandated academic tutoring in the 2014-15 school year?

{Slide bar for 0% to 100%}

64. Are any of the following subset(s) of students targeted for mandated tutoring?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
- Students with discipline or behavioral issues •
- Students performing below standards or grade level •
- Students in a particular grade level, regardless of performance •
- Students recommended by high school staff (e.g., counselor or teacher) •
- Re-entry students •
- English Language Learners •
- Other •

(Please Specify _____)

65. Who provides the academic tutoring in your school?

(Check all that apply)

- A teacher licensed in a core academic subject •
- A teacher licensed in a non-core subject •
- A licensed special education teacher •
- A professional tutor •
- An unlicensed educator •
- Other •

(Please specify _____)

66. Who pays the academic tutors in your school?

(Check all that apply)

- Tutors are paid by the school/district budget •
- Tutors are paid by an outside organization •
- Tutors are unpaid •
- Other •
(Please specify _____)

67. Do the individuals who provide mandated tutoring in your school also teach other classes?

(Check all that apply)

- Tutors do not have other teaching duties in my school •
- Tutors also teach core academic subject classes (e.g., mathematics, English, science) •
- Tutors also teach non-core subject classes (e.g., art, music) •
- Tutors also teach special education students •

68. How is mandatory tutoring typically delivered?

(Check all that apply)

- Online •
- In person •
- Blended learning (e.g., online with an in-person facilitator) •

If user responds "in person" to Q68, ask Q69. Otherwise, skip to Q70

69. Is mandatory tutoring offered one-on-one or in groups?

(Please select only one)

{Only allow one selection}

- One-on-one •
- In small groups (10 or fewer students) •
- In large groups (more than 10 students) •

70. When is mandatory tutoring typically offered to your students?

(Check all that apply)

- Before school •
- After school •
- During the school day (e.g., lunch, study hall) •
- On the weekend •

71. On average, how often do students meet to receive mandatory tutoring?

(Please select only one)

{Only allow one selection}

- Daily •
- Weekly •
- Every other week •
- Once a month •
- Less frequently than once a month •
- I don't know •

72. What is the relationship between mandatory tutoring and classroom instruction?

(Check all that apply)

- Tutors use similar materials as the classroom teacher to provide additional instructional time •
- Tutors use supplemental materials aligned with the regular core course •
- Tutors answer questions and hold study sessions for upcoming tests •
- Tutors provide homework assistance •
- Other •
(Please specify _____)

73. In the 2014-15 school year, does your school also offer students voluntary tutoring options (e.g., academic tutoring that students have the option to utilize)?

- | | |
|-----|----|
| Yes | No |
| • | • |

If user responds "Yes" to Q73, ask Q74. Otherwise skip to Q75.

74. On average, approximately what percentage of high school students in your school utilizes voluntary academic tutoring? {Slide bar for 0% to 100%}

This section asks about **Student Support Teams**. For the purposes of this survey, a student support team is team of staff to support students who exhibit behavior or performance problems—an academic and/or behavioral intervention used to provide early, systematic assistance to students who are having difficulty in school (may be offered in a multi-tiered system of supports).

75. In the 2014-15 school year, does your school have student support teams?

(Please select only one)

{Only allow one selection}

Yes	No
<input type="radio"/>	<input type="radio"/>

If the user responds “Yes” to Q75, ask Q77 through Q82. Otherwise, skip to Q83.

76. On average, approximately what percentage of high school students in your school receives services from a student support team in the 2014-15 school year?

{Slide bar for 0% to 100%}

77. Are any of the following subset(s) of students targeted for receiving a student support team?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
- Students with discipline or behavioral issues •
- Students performing below standards or grade level •
- Students performing above standards or grade level •
- Students in a particular grade level, regardless of performance •
- Students recommended by high school staff (e.g., counselor or teacher) •
- Reentry students •
- English Language Learners •
- Other •

(Please Specify _____)

78. Does your school have more than one student support team?

Please select only one.

{Only allow one selection}

Yes **No**

•

•

If the user responds “Yes” to Q78, ask Q79. Otherwise, skip to Q80.

79. How are your student support teams organized?

(Check all that apply)

By grade level

•

Across grades

•

By type of student need (e.g., behavior versus academic problem)

•

By type of academic or behavioral intervention

•

Convenience

•

Other

•

(Please specify: _____)

80. Who is included on student support teams?

(Check all that apply)

Regular classroom teachers

•

Special education teachers

•

Intervention specialists (not a classroom or special education teacher)

•

Instructional coaches

•

School counselors

•

School psychologists

•

School administrators

•

Social workers

•

School nurse

•

Other

•

(Please specify: _____)

81. What services do the student support teams provide?

(Check all that apply)

- Implement increasing tiers of school-based intervention services •
 - Develop student intervention plans •
 - Monitor student progress •
 - Referrals to intervention services (e.g., reading or math specialist, counseling, intensive case management) •
 - Other •
(Please specify: _____)
-

82. On average, how often do student support teams meet?

(Please select only one)

{Only allow one selection}

- Daily •
- Weekly •
- Every other week •
- Once a month •
- Less frequently than once a month •
- I don't know •

This section asks about **Early Warning Systems**. For the purposes of this survey, an early warning system is a system based on student-level data to detect students who exhibit behavior or academic performance issues that put them at risk of educational failure.

83. In the 2014-15 school year, does your school have an early warning system?

(Please select only one)

{Only allow one selection}

Yes **No**

• •

If user responds "Yes" to Q83, ask Q84 through Q92. Otherwise, skip to Q93.

84. On average, approximately what percentage of high school students in your school is flagged by the early warning system each year?

{Slide bar for 0% to 100%}

85. Is your early warning system used with any of the following grades?

(Check all that apply)

- Before 9th grade •
 - 9th grade •
 - 10th grade •
 - 11th grade •
 - 12th grade •
-

86. Are any of these data collected in your early warning system?

(Check all that apply)

- State achievement test scores •
 - Attendance •
 - Truancy and/or chronic absenteeism •
 - Course grades •
 - Discipline incidents including suspensions or expulsions •
 - Involvement with criminal justice system •
 - Involvement with social services or foster care •
 - Pregnancy/teen parenthood •
 - Reports of substance abuse •
 - Homelessness or frequent address change •
 - Limited English proficiency •
 - Migrant status •
 - Students overage for their grade level •
 - Students who are behind in accumulating credits for their grade level •
 - Other •
(Please specify _____)
-

87. Which of the following data trigger an intervention in your early warning system?

(Check all that apply)

{Carry forward only those the user checked in Q86}

- State achievement test scores •
 - Attendance •
 - Truancy and/or chronic absenteeism •
 - Course grades •
 - Discipline incidents including suspensions or expulsions •
 - Involvement with criminal justice system •
 - Involvement with social services or foster care •
 - Pregnancy/teen parenthood •
 - Substance abuse •
 - Homelessness or frequent address change •
 - Limited English proficiency •
 - Migrant status •
 - Students overage for their grade level •
 - Students who are behind in accumulating credits for their grade level •
 - Other •
(Please specify _____)
-

88. What action is taken if a student is flagged by an early warning system?

(Check all that apply)

- Meeting of teachers and administrators •
- Meeting of parents •
- Develop an intervention plan •
- Assign a case manager •
{Ask only if the user replied "Yes" to Q5}
- Assign an adult mentor •
{Ask only if the user replied "Yes" to Q15}
- Arrange access to social services •
{Ask only if the user replied "Yes" to Q25}
- Assign to credit recovery courses •
{Ask only if the user replied "Yes" to Q33}
- Assign to double dose or academic support courses •
{Ask only if the user replied "Yes" to Q53}
- Assign to mandatory tutoring •
{Ask only if the user replied "Yes" to Q62}
- Refer to student support team •
{Ask only if the user replied "Yes" to Q75}
- Other •
(Please specify _____)

89. Who has access to the data from early warning systems?

(Check all that apply)

- Students •
- Teachers •
- School administrators •
- District administrators •
- Guidance/school counselors •
- Case managers •
{Ask only if the user replied "Yes" to Q5}
- Adult mentors •
{Ask only if the user replied "Yes" to Q15}
- Student support team •
{Ask only if the user replied "Yes" to Q75}
- Other •
(Please specify _____)

90. Who is primarily responsible for monitoring the early warning systems?

(Please select only one)

{Only allow one selection}

{Carry forward only those the user checked "Yes" on in Q89}

- Teachers •
 - School administrators •
 - District administrators •
 - Guidance/school counselors •
 - Case managers •
 - Adult mentors •
 - Student support team •
 - Other •
- (Please specify _____)

91. On average, how often does the person primarily responsible for the early warning system check its data?

(Please select only one)

{Only allow one selection}

- Daily •
- Weekly •
- Every other week •
- Once a month •
- Less frequently than once a month •
- I don't know •

92. To what extent do you agree that the data in your early warning systems is:

(Please select one option for each row)

	Strongly agree	Agree	Disagree	Strongly disagree
Routinely accessible to those who need it	•	•	•	•
Easily interpreted	•	•	•	•
Accurate	•	•	•	•
Linked to ongoing intervention tracking and progress monitoring	•	•	•	•

This section asks about **Middle to High School Transition**. For the purposes of this survey, middle to high school transition includes planned activities to ease the transition from middle to high school, such as special outreach and transition programs (e.g., summer bridge program, freshman academy), and/or providing adult or student mentor.

93. In the 2014-15 school year, does your school have any middle to high school transition activities (past or planned)?

(Please select only one)

{Only allow one selection}

	Yes	No
	•	•

If user responds "Yes" to Q93, ask Q94 through Q97. Otherwise, skip to Q98.

94. In the 2014-15 school year, does your school have any of the following middle to high school transition activities (past or planned)?

(Check all that apply)

- Summer bridge program for incoming 9th graders (more than a one-day orientation) •
- Freshman academy (students housed together as a smaller unit within the high school campus with an assigned group of teachers) •
- Support team that monitors 9th-grade student progress and provides interventions •
- A student mentor assigned to specific high-risk students •
- A student mentor assigned to all incoming 9th-grade students •
- An adult mentor assigned to specific high-risk students •
- An adult mentor assigned to all incoming 9th-grade students •
- A year-long advisory class to provide information and support to succeed in high school (e.g., lessons on organizational and study skills or graduation requirements) •
- Teaching parents strategies to help their child make the transition to high school (e.g., graduation requirements, strategies for academic success) •
- Develop an individual high school graduation plan •
- Other •
(Please specify _____)

95. How are middle to high school transition activities allocated to students entering high school?

(Please select only one)

{Only allow one selection}

- Offered of all students (school-wide) •
 - Offered to a subset of students •
 - Assigned to all students (school-wide) •
 - Assigned to a subset of students •
-

If user responds "Subset of students" to Q95, ask Q96 & Q97. Otherwise, skip to Q98.

96. On average, approximately what percentage of high school students in your school participates in middle to high school transition activities in the 2014-15 school year?

{Slide bar for 0% to 100%}

97. Are any of the following subset(s) of students targeted for receiving middle to high school transition activities?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
 - Students with discipline or behavioral issues •
 - Students performing below standards or grade level •
 - Students performing above standards or grade level •
 - Students in a particular grade level, regardless of performance •
 - Students recommended by high school staff (e.g., counselor or teacher) •
 - Re-entry students •
 - English Language Learners •
 - Other •
- (Please Specify _____)
-

This section asks about **Personalized Learning Plans**. For the purposes of this survey, personalized learning plans are based on a student's academic and career objectives and personal interests. Plans sequence content and skill development to help students graduate on time, college- and career-ready, and are updated based on information about student performance toward goals.

98. In the 2014-15 school year, does your school develop personalized learning plans for students?

(Please select only one)
 {Only allow one selection}

Yes No
 • •

If the user responds "Yes" to Q98, ask Q99 through Q103. Otherwise, skip to Q104.

99. On average, approximately what percentage of high school students in your school receives a personalized learning plan in the 2014-15 school year?

{Slide bar for 0% to 100%}

100. Are any of the following subset(s) of students targeted for receiving a personalized learning plan?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
- Students with discipline or behavioral issues •
- Students performing below standards or grade level •
- Students performing above standards or grade level •
- Students in a particular grade level, regardless of performance •
- Students recommended by high school staff (e.g., counselor or teacher) •
- Reentry students •
- English Language Learners •
- Other •

(Please Specify _____)

101. Who is involved in developing personalized learning plans?

(Check all that apply)

- Teachers •
- School/guidance counselors •
- School psychologists •
- Social workers •
- Administrative staff •
- Community-based agency staff •
- District-employed staff whose job is to mentor students •
- Parents •

- Other •
(Please specify: _____)

102. What type of information is most commonly included in personalized learning plans?

(Check all that apply)

- Students' postsecondary/college goals •
- Students' career goals (including career exploration) •
- Students' personal goals •
- Self-assessment of students' learning strengths and weaknesses (e.g., areas where they excel or struggle, learning style) •
- Specific knowledge or skills that should be addressed (e.g., identification of learning gaps, interventions or supports required) •
- Students' personal interests (e.g., areas of interest, hobbies) •
- Identification of the courses/programs required to allow the student to achieve their educational and aspirational goals while also fulfilling school credit and course requirements for graduation •
- Documentation of major learning accomplishments or milestones •
- Other •
(Please specify: _____)

103. On average, how often are personalized learning plans reviewed with students?

(Please select only one)

{Only allow one selection}

- Daily •
- Weekly •
- Every other week •
- Once a month •
- Once a quarter or semester •
- Once a year •
- I don't know •

This section asks about **Competency-Based Advancement**. For the purposes of this survey, competency-based advancement is students receiving grades based on demonstrated mastery of content (knowledge, skills, tasks) rather than on seat time and tests that all students take at a specified time.

104. In the 2014-15 school year, does your school provide students with opportunities for competency-based advancement?

(Please select only one)

{Only allow one selection}

Yes	No
<input type="radio"/>	<input type="radio"/>

If the user responds "Yes" to Q104, ask Q105 through Q108. Otherwise, skip to Q109.

105. Is competency-based advancement offered to all students (school-wide) or to a specific subset of students?

(Please select only one)

{Only allow one selection}

All students (school-wide)	Subset of students
<input type="radio"/>	<input type="radio"/>

106. On average, approximately what percentage of high school students in your school participates in competency-based advancement opportunities in the 2014-15 school year?

{Slide bar for 0% to 100%}

107. Are any of the following subset(s) of students targeted for competency-based advancement?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
- Students with discipline or behavioral issues •
- Students performing below standards or grade level •
- Students performing above standards or grade level •
- Students in a particular grade level, regardless of performance •
- Students recommended by high school staff (e.g., counselor or teacher) •
- Reentry students •
- English Language Learners •
- Other •

(Please Specify _____)

108. How do students demonstrate mastery of specific knowledge or skills?

(Check all that apply)

- Through a national/standardized test •
 - Through an end of course exam •
 - Completion of project or assignment (e.g., assigned project, independent research, performance task) •
 - Portfolio of student work products and/or experiences •
 - Successful completion of a specific course •
 - Other •
- (Please Specify_____)

This section asks about **Career-Themed Curriculum**. For the purposes of this survey, career-themed curriculum is a sequence of courses that integrate core academic and career/technical education themes.

109. In the 2014-15 school year, does your school provide students a career-themed curriculum?

(Please select only one)

{Only allow one selection}

Yes	No
<input type="radio"/>	<input type="radio"/>

If the user responds “Yes” to Q109, ask Q110 through Q112. Otherwise skip to Q113.

110. On average, approximately what percentage of high school students in your school participates in career-themed curriculum in the 2014-15 school year?

{Slide bar for 0% to 100%}

111. Are any of the following subset(s) of students targeted for taking this career-themed curriculum?

(Check all that apply)

- Students with attendance issues (e.g., truancy) •
- Students with discipline or behavioral issues •
- Students performing below standards or grade level •
- Students performing above standards or grade level •
- Students in a particular grade level, regardless of performance •
- Students recommended by high school staff (e.g., counselor or teacher) •
- Reentry students •
- English Language Learners •
- Other •

(Please Specify _____)

112. Are any of the following included in your schools' career-themed curriculum approach?
(Check all that apply)

- Project-based, hands on learning •
- Career and technical education courses •
- Interdisciplinary teams of teachers from different subject areas who teach the same group of students •
- Work-based learning experiences that are designed to help students extend and deepen classroom work (e.g., job shadows, internships, community service) •
- Specialized career academy or pathway organized around a specific career area (e.g., health, hospitality, engineering) •
- Individualized career and academic counseling to strengthen students' career and postsecondary awareness and explore opportunities beyond high school •
- Integration of postsecondary education and training that allows students to participate in education and training while they are still in high school and leads to credit toward a postsecondary degree or certificate or industry recognized credential •
- Employer engagement to provide work-based learning opportunities and mentoring to students, or provide professional development for staff, or collaborate on curriculum development •

This section asks about **Coordination of Strategies**. School services provided to address the needs of students at risk of educational failure may be coordinated with one or more other strategies, or they may be isolated. Coordinated services are designed to work together in an integrated system to match students to appropriate resources. Isolated services operate independently, with little communication with other programs or services.

113. In the 2014-15 school year, how would you describe the coordination of different strategies used in your high school?

(Please select one option for each row)

{Load only the strategies users selected as occurring in their schools}

	Frequently coordinate	Sometimes coordinated	Rarely coordinated	Not at all coordinated
Case manager {depends on Q5}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult mentoring {depends on Q15}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to social services {depends on Q25}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit recovery {depends on Q33}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accelerated academic programs {depends on Q42}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic support classes {depends on Q53}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic tutoring {depends on Q62}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early warning systems {depends on Q83}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support teams {depends on Q75}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle to high school transition programs {depends on Q93}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized learning plans {depends on Q98}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency-based advancement {depends on Q104}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career-themed curriculum {depends on Q109}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>