Continued Progress
Survey Results Addendum

Elizabeth D. Steiner
Laura S. Hamilton
Evan D. Peet
John F. Pane

Promising Evidence on Personalized Learning

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Introduction

This companion report to *Continued Progress: Promising Evidence on Personalized Learning* documents results from surveys administered to teachers and students in personalized learning schools in the spring of the 2014–15 school year.

TEACHER SURVEYS: Teachers of mathematics and English language arts content were asked to provide their perceptions about various aspects of the models, including professional training and support, access to resources, the quality of instructional and curricular materials, use of different models of classroom instruction, use of technology in the classroom, use of data to assess student progress, and obstacles to implementation. The survey was distributed to a sample of 261 teachers across the 32 schools; the response rate was 74 percent.

STUDENT SURVEYS: Students were asked to describe their study habits, attitudes toward learning, perceptions about their school, the level of access to technology, and other topics. The student surveys were administered online in the fall and spring of the 2014–15 school years to students in 29 schools with enrolled students who met the age criteria: grades 6 and above or age 11 and older if the school did not use traditional grade levels. We distributed the fall survey to 7,214 students and the spring survey to 7,023 students. Response rates were 74 percent and 77 percent, respectively. The fall survey focused on study habits and attitudes toward learning; the spring survey supplemented these with the remaining topics. Students responded similarly on the items present in both surveys, so this report focuses on the spring results that cover the broader range of topics.

Teacher Survey Results, Spring 2015

Teaching Background

1 **In addition to your work instructing students, do you also serve in any of the following formal roles this year?** (N=192)

Note: This question instructed the respondent to "select all that apply" so the percentages will not add to 100%.

	SELECTED
Coach or mentor for other teachers	20%
Department head or lead teacher	16%
Professional development provider	9%
Master teacher	8%
Technology support provider	4%
Administrator (e.g., assistant principal)	3%
Guidance counselor or provider of nonacademic support to students	3%
None of the above	52%
Other, specify	14%

Written responses for *Other:* Individual IEP student support, Data driver, Teacher Effectiveness Driver, Data Analyst, Special Education Liaison, Roster Chair, Principal designee, Union building representative, Staff Leader for Event Planning Committee, Curriculum Team, SBDM Member, Facilitator for Special Education Services, Leadership advisor, Illuminate Data Champion, case management for 504 plans and health plans, Testing Coordinator, CELDT coordinator, Dean of Students, Develop programming, partnerships, fundraising, vision, mission, practices, Credit Recovery Instructor for At Risk Students, coach for other preceptors

2 **Which of the following best describes your teaching arrangement this year?** (N=188)

ALL RESPONDENTS	SELECTED
Traditional secondary arrangement or at elementary level subject matter specialist	52%
Co-teaching or Job Share	16%
Self-contained (traditional elementary arrangement)	14%
"Pull-Out" or "Push-In" Instruction	7%
I teach students exclusively online, with no in-person interaction	6%
I work under the supervision of another teacher	3%
I primarily supervise the work of other teachers rather than directly instructing students	2%

3 **What subject area(s) are you teaching (or supervising) this year (2014–2015)?** (N=192)

Note: This question instructed the respondent to "select all that apply" so the percentages will not add to 100%.

	SELECTED
English/language arts/reading/writing	60%
Mathematics	60%
Science	25%
Social Studies	25%
Visual or performing arts (art, music, etc.)	7%
Physical education/health education	5%
Career/technical education	5%
Foreign language(s)	3%
Other, specify	16%

Written responses for *Other:* Advisory, Special Education, Personal Finance, Personalized Studio, Learning Strategies, Computer Science and Software Engineering, Early Childhood, Social Emotional Learning, Cooperative Play, Computer Programming, Life Skills Support, English as a Second Language, Montessori—teach all areas throughout day through individualized one on one lessons, Student Council, Character development, Theater, Cinema and Film Production, Project based learning, Support students in all subjects and content

4 **Please indicate the grade levels of the students you teach.** (N=192)

Note: This question instructed the respondent to "select all that apply" so the percentages will not add to 100%.

	SELECTED
Kindergarten	5%
Grade 1	6%
Grade 2	4%
Grade 3	3%
Grade 4	1%
Grade 5	5%
Grade 6	27%
Grade 7	25%
Grade 8	21%
Grade 9	39%
Grade 10	26%
Grade 11	19%
Grade 12	17%
Our school does not use grade levels	1%

5 **What percentage of the students you teach:**

	N	ZERO	MORE THAN ZERO TO 25%	MORE THAN 25%
Have individualized education programs (IEPs) for special education services	161	5%	74%	21%
Are considered English Language Learners or Limited English Proficient	140	36%	43%	21%
Participate in a gifted and talented program	129	76%	17%	7%

6 Including this school year (2014–2015), how many total years have you been teaching, regardless of location?

	N	MINIMUM	MAXIMUM	MEAN	MEDIAN
Years Teaching	190	1	35	7.9	5

	N	ONE YEAR	MORE THAN 1 YEAR TO 10 YEARS	11–20 YEARS	MORE THAN 20 YEARS
Years Teaching	190	15%	59%	18%	7%

7 Prior to teaching, did you have a career outside the field of education?

N	YES	NO
189	32%	68%

8 Was your previous career focused on technology?

N	YES	NO
189	6%	94%

9 Do you hold a regular or standard certificate to teach in this state?

N	YES	NO, BUT I AM CURRENTLY ENROLLED IN A CERTIFICATION PROGRAM	NO, AND I AM NOT CURRENTLY ENROLLED IN A CERTIFICATION PROGRAM
189	78%	12%	10%

10 In what content area and grade range does your certificate allow you to teach?

Note: This question instructed the respondent to "select all that apply" so the percentages will not add to 100%.

N	EARLY CHILDHOOD, PRESCHOOL, OR AT LEAST ONE OF GRADES K–5	AT LEAST ONE OF GRADES 6–8	AT LEAST ONE OF GRADES 9–12
192	33%	55%	49%

11 **Through which of the following types of programs did you enter teaching?** (N=185)

ALL RESPONDENTS	SELECTED
Through an undergraduate teacher preparation program	34%
Through a graduate teacher preparation program	27%
Through an alternative teacher preparation program (for example, Teach for America, or a program aimed at mid-career changers)	22%
Courses taken after attainment of undergraduate/bachelor's degree, but not as part of a formalized graduate or alternative teacher preparation program	8%
No formal preparation program	5%
Other, please describe	4%

Written responses for _Other:_ Undergraduate teacher prep, but then went through teacher residency program to get masters in urban ed., Teacher residency program, LAB Corp Fellowship, Montessori training

12 **To what extent do you feel that your teacher preparation program and prior experience prepared you (or is preparing you, if you are currently enrolled) to teach in a personalized learning environment?**
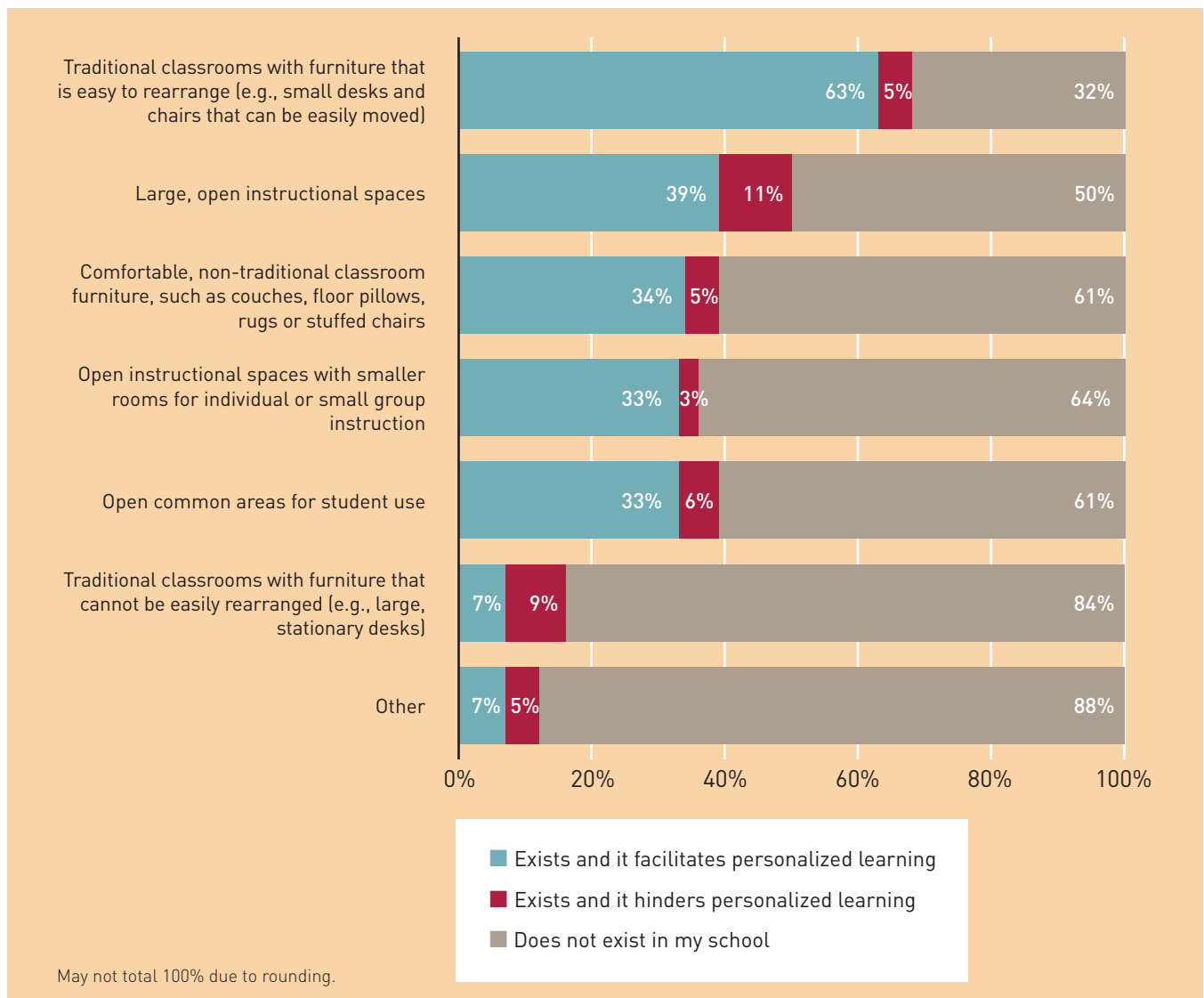
N	TO A MODERATE OR GREAT EXTENT
189	73%

Design Elements

13 **Please indicate whether the following characteristics, or layouts of physical space, exist in your school. For each that does exist in your school, please indicate the extent to which it facilitates or hinders personalized learning.**

Written responses for *Other:* Computer Lab; Small classrooms in portables; Cubicle walls; We have classrooms that are not fully closed, this limits the amount of activities we can do because the noise becomes a problem; Classrooms with no walls and sound masked by white noise. It is very distracting to students who easily are distracted; Rooms for Guest Speaker; Computer learning labs; I have an online classroom where 1 or more students can meet with me to work together or individually

Characteristic	Exists and it facilitates personalized learning	Exists and it hinders personalized learning	Does not exist in my school
Traditional classrooms with furniture that is easy to rearrange (e.g., small desks and chairs that can be easily moved)	63%	5%	32%
Large, open instructional spaces	39%	11%	50%
Comfortable, non-traditional classroom furniture, such as couches, floor pillows, rugs or stuffed chairs	34%	5%	61%
Open instructional spaces with smaller rooms for individual or small group instruction	33%	3%	64%
Open common areas for student use	33%	6%	61%
Traditional classrooms with furniture that cannot be easily rearranged (e.g., large, stationary desks)	7%	9%	84%
Other	7%	5%	88%

■ Exists and it facilitates personalized learning
■ Exists and it hinders personalized learning
■ Does not exist in my school

May not total 100% due to rounding.

Curriculum and Instructional Practices

14 Please indicate whether, in the past year, you received each of the following kinds of supports and the extent to which you found it helpful for improving your instruction.

	N	I DID NOT RECEIVE THIS SUPPORT	I RECEIVED IT AND FOUND IT SOMEWHAT OR VERY HELPFUL
Formally assigned mentor or coach	186	54%	41%
Informal mentor	187	48%	49%
Release time to observe other teachers	185	50%	48%
Observation of and feedback on your lessons by other teachers	187	49%	50%
Observation of and feedback on your lessons by administrators	186	21%	73%
Common planning time (formally scheduled) with other teachers	187	33%	63%
Access to professional learning communities where you can discuss concerns or engage in instructional planning with other teachers	187	29%	67%

15 Please indicate your level of agreement with each of the following statements about all of your professional development experiences during the current school year (2014–2015, including summer 2014).

	N	AGREE OR STRONGLY AGREE
Have been useful for improving my instruction	182	84%
Have been designed to address needs revealed by analysis of student data	182	83%
Have been well aligned with the Common Core State Standards or other standards that my state or district has adopted	179	75%
Have helped me implement the technology used in my classroom	180	71%
Have familiarized me with a variety of approaches to instructional delivery	179	69%
Have helped me understand how to personalize goals for students	180	67%
Have addressed ways to collaborate with students and families to develop instructional goals and approaches	182	62%

16 Rate your level of agreement with each of the following statements about your school.

	N	AGREE OR STRONGLY AGREE
Teachers at my school are highly focused on the mission of improving student learning.	181	97%
Teachers at my school collaborate well with one another.	181	94%
Administrators at my school are highly focused on student learning.	179	92%
Administrators at my school are highly supportive of teachers.	180	86%
Administrators at my school trust teachers to make decisions about their own instruction.	181	82%
Students in this school respect one another.	181	75%
Parents and other family members are involved in students' education.	181	75%
Students in this school respect the school staff.	181	73%
Students in this school are motivated to achieve.	179	70%

17 Please indicate whether the following conditions exist in your school and the degree to which each is an obstacle to your efforts to promote student learning using technology such as computers, smartphones, or tablets. If the condition does not exist in your school, please mark *Not applicable.*

Note: Respondents who marked *Not applicable* are included in the denominator for the percentages shown below.

	N	CONDITION IS MINOR OR MAJOR OBSTACLE
Inadequate technology skills among students	179	39%
Slow Internet connection or inadequate bandwidth	178	35%
Excessive amounts of time I need to spend developing content for technology-based instruction	178	34%
Lack of high-quality content for technology-based instruction	179	29%
Lack of support from technology specialists or other staff who can provide technical support	179	28%
Inadequate opportunities to participate in professional development related to technology use	178	28%
An inadequate number of computers or devices to accommodate all students	180	27%
Lack of alignment between the content students learn online and the content that I am trying to teach	178	27%
Inadequate opportunities for teachers to provide input on how technology is used	179	26%
Problems with hardware, such as insufficient computing power or lack of compatibility with software	178	17%
My own limited technology skills	179	15%
Lack of flexibility in deciding how I can use technology in my instruction	178	14%

18 Please indicate the extent to which each of the following conditions is an obstacle to your efforts to promote personalized learning for students. If the condition does not exist in your school, please mark *Not applicable.*

Note: Respondents who marked *Not applicable* are included in the denominator for the percentages shown below.

	N	CONDITION IS MINOR OR MAJOR OBSTACLE
An inadequate amount of time to prepare personalized lessons for all students	171	63%
Excessive amounts of time I need to spend developing personalized content	173	50%
High levels of student disciplinary problems	173	50%
Too many students for whom I am responsible	173	49%
Too much diversity in achievement levels among my students	173	49%
High levels of student absenteeism	172	44%
Pressure to cover specific material as a result of state or district standards or testing requirements	173	40%
Inadequate opportunities to participate in professional development related to personalizing learning	172	37%
Scheduling constraints	173	37%
My own limited knowledge of how to effectively personalize instruction	173	35%
Too much variation in age or maturity among my students	171	32%
Lack of high-quality content or materials	173	31%
Lack of flexibility in the curriculum I am required to teach (i.e., need to teach specific material in a specific timeframe)	172	28%
Lack of support from school administration	172	23%
Inadequate data to help me personalize students' instruction	172	22%

19 On average throughout the school year, how many hours of instructional time do students experience per week in the class(es) you teach?

	N	MINIMUM	MAXIMUM	AVERAGE	MEDIAN
Hours of instructional time per week	171	1	60	15	14

20 **What percentage of time is technology utilized in your classroom?**

	N	MINIMUM	MAXIMUM	AVERAGE	MEDIAN
Technology in primary role for instruction	169	0%	100%	47%	50%
Technology played a supporting role (e.g., electronic note taking)	153	0%	100%	29%	25%
Technology not utilized	143	0%	100%	33%	25%

21 **During a typical class, for what percentages of the time do you utilize the following activities with students?**

	N	MINIMUM	MAXIMUM	AVERAGE	MEDIAN
Large group instruction	165	0%	70%	22%	20%
Small group instruction	165	0%	100%	30%	25%
Individual tutoring	161	0%	95%	18%	10%
Coaching and support (e.g., while students worked together in groups or individually)	166	0%	80%	23%	20%
Administering tests or engaging in other non-instructional activities	155	0%	80%	11%	10%

22 **What percentage of time are the following modes of instruction employed in your classroom? We recognize that many of these activities might occur simultaneously, so the total amount of time does not need to sum to 100%.**

	N	MINIMUM	MAXIMUM	AVERAGE	MEDIAN
Teacher-led large group or whole class (more than 10 students) instruction	165	0%	100%	26%	20%
Teacher-led small group (2-10 students) instruction	160	0%	100%	31%	25%
In-person individual tutoring	160	0%	100%	16%	10%
Live or pre-recorded tutoring provided via the Internet	152	0%	100%	8%	0%
Small group collaboration (such as team projects, partner work, peer-to-peer instruction)	159	0%	100%	22%	20%
Independent practice without software (such as reading, writing)	157	0%	100%	22%	15%
Independent practice using software or other digital content (such as websites)	162	0%	100%	25%	20%
Paper-and-pencil assessment	159	0%	100%	12%	10%
Computer-based assessment	161	0%	100%	20%	10%
Other (specify)*	45	0%	10%	<1%	0%

* There were no write-in responses for this question.

23 Do you group students of similar ability levels together?

N	YES	NO
171	76%	24%

24 How frequently do you change the composition of these groups based on students' learning?

Note: Asked only of respondents who marked *Yes* on Question 23.

N	AT LEAST ONCE A MONTH*
130	60%

* *At least once a month* consists of the categories *At least weekly* and *Once or twice a month.*

25 Do you assign homework or other out-of-school learning activities to your students at least once a week?

N	YES	NO
171	77%	23%

26 To what extent do the out-of-school activities you assign to your students: (N=132)

Note: Asked only of respondents who marked *Yes* on Question 25.

	AGREE OR STRONGLY AGREE
Enable you to make more efficient use of your time with the students in school	58%
Differ from traditional homework	30%

27 **For this question, we are interested in the activities students are engaged in when they are using technology. Please indicate the extent to which students are engaged in the following types of activities.**

	N	TO A MODERATE OR GREAT EXTENT
Receiving immediate feedback on problem solutions	168	63%
Using structured curriculum materials online	169	61%
Reading	168	57%
Watching videos, animations, or simulations	166	57%
Using online reference materials	168	53%
Solving problems with clear solutions (e.g., multiple-choice math problems or vocabulary drills)	168	52%
Taking assessments	167	51%
Searching for relevant materials on the web	166	51%
Solving multi-step, open-ended problems or conducting investigations	169	50%
Receiving problem solving help from an automated tutoring system	167	37%
Engaging in discussions or collaborative problem solving with other students in the school	166	37%
Receiving feedback about strengths and weaknesses from an automated system	166	32%
Receiving help from an online human acting as a teacher, tutor, or mentor	167	24%
Adjusting parameters of simulations and observing the results	168	20%
Engaging in discussions or collaborative problem solving with other students not from the same school	167	15%

Survey Results Addendum
Teacher Survey Responses

28 **Please indicate the extent to which you agree with each of the following statements about your curriculum and instruction.**

	N	TO A MODERATE OR GREAT EXTENT
If students have trouble understanding the material, they are able to get help quickly.	165	89%
I clearly present the goal or objective for each assignment.	167	86%
When students are working on an assignment or activity, they know what the goals of the assignment or activity are.	165	83%
When students are working independently, I require them to get through a certain amount of material even if they are working at their own pace.	167	78%
Students are able to access instructional materials both in and outside of the classroom.	166	78%
I give students the chance to work through instructional material at a faster or slower pace than other students in this class.	166	74%
Students have opportunities to review or practice new material until they fully understand it.	165	73%
I provide a variety of materials or instructional approaches to accommodate individual needs and interests.	167	73%
I frequently adapt course content to meet students' needs by providing additional assignments, resources, and activities for remediation or enrichment.	166	70%
I connect what students are learning with experiences they have throughout the rest of the school day or outside of school.	165	70%
I have adopted strategies that allow students to keep track of their own learning progress.	165	69%
I am usually accessible to students via electronic communication when I am not available face-to-face.	167	69%
Different students work on different topics or skills at the same time.	165	67%
I require students to show that they understand a topic before they can move onto a new topic.	164	62%
Students keep track of their own learning progress using technology (for example, by using an online gradebook or portfolio).	167	61%
I assign projects that extend over several weeks or months.	162	40%
I assign projects that are interdisciplinary (e.g., combining science and literature).	165	40%
Students have opportunities to provide input into the design and focus of project work.	165	35%
Students have opportunities to choose what topics they focus on in class.	167	29%
Students have opportunities to choose what instructional materials (such as books or computer software) they use in class.	167	28%

29 **I have adequate access to technology-based curriculum materials that:**

	N	AGREE OR STRONGLY AGREE
Are easy for my students to use	168	81%
Support anytime/anywhere learning by being accessible at other times and in other places	168	79%
Are of high quality	168	77%
Are easy for me to use in the classroom	167	77%
Do not require frequent technical support	166	75%
Contribute to my efforts to promote college and career readiness	168	73%
Address the learning needs of all of my students	168	70%

30 **I have adequate access to non-technology-based curriculum materials that:**

	N	AGREE OR STRONGLY AGREE
Are of high quality	167	75%
Contribute to my efforts to promote college and career readiness	163	72%
Address the learning needs of all of my students	167	69%
Support anytime/anywhere learning by being accessible at other times and in other places	166	57%

31 **Approximately what proportion of the curriculum and instructional materials you used were provided to you by your school or district?**

N	NONE	ABOUT HALF OR FEWER THAN HALF	ALL OR A MAJORITY
168	13%	30%	57%

32 Approximately what proportion of the curriculum and instructional materials you used consists of existing material that you searched for (e.g., from websites) to supplement the curriculum that was provided to you?

N	NONE	ABOUT HALF OR FEWER THAN HALF	ALL OR A MAJORITY
168	6%	67%	27%

33 Approximately what proportion of the curriculum and instructional materials you used consisted of original material you created to supplement the curriculum that was provided to you?

N	NONE	ABOUT HALF OR FEWER THAN HALF	ALL OR A MAJORITY
169	7%	67%	25%

Use of Student Assessment Data

34 **In general, how frequently do you receive the following types of information about the performance of your students?**

	N	AT LEAST WEEKLY*
Identification of specific students who have achieved mastery	169	59%
Non-achievement outcomes (for example, student behavior, attitudes, or motivation)	169	57%
Identification of specific students who need extra assistance	168	55%
Information about student performance on specific concepts or skills	169	51%
Scores on assessments in mathematics or language arts	169	49%
Scores on assessments in subjects other than mathematics or language arts	168	19%

* Combined results from *Approximately weekly, A few times per week,* and *At least daily.*

35 This year, to what extent have you used student achievement/mastery data for each of the following purposes? (Consider data provided by instructional software, interim assessments or quizzes, unit or end of course tests, state accountability tests, district benchmark or interim tests, and other standardized tests.) If the activity is something that your school doesn't do (for example, if you never tailor the pace of instruction), please mark "My school doesn't do this."

Note: Respondents who marked *My school doesn't do this* are included in the denominator for the percentages shown below.

	N	USED DATA TO A LARGE OR MODERATE EXTENT
Reflecting on and discussing learning with my students	168	72%
Tailoring the content of instruction to individual students' needs	169	71%
Reflecting on and discussing teaching and learning with other teachers	166	67%
Identifying topics requiring more or less emphasis in instruction	167	66%
Assigning or reassigning students to groups within my class(es)	169	64%
Developing recommendations for tutoring or other educational support services for particular students	169	64%
Tailoring the pace of instruction to individual students' needs	169	63%
Identifying areas where I need to strengthen my content knowledge or teaching skills	167	59%
Assigning students to extended learning opportunities (for example, extended-day programs, Saturday classes, or an extended school year)	168	36%
Providing college/career advice or guidance	169	31%

36 This year, have you used data on non-achievement outcomes (for example, student behavior, attitudes, or motivation)?

N	YES	NO
172	74%	26%

37 This year, to what extent have you used data on **non-achievement outcomes** (for example, student behavior, attitudes, or motivation) for each of the following purposes?

Note: Asked only of respondents who marked *Yes* on Question 36.

	N	USED DATA TO A MODERATE OR LARGE EXTENT
Reflecting on and discussing learning with my students	125	70%
Developing recommendations for tutoring or other support services for particular students	123	65%
Tailoring the *content* of instruction to individual students' needs	124	63%
Assigning or reassigning students to groups within my class(es)	125	63%
Tailoring the *pace* of instruction to individual students' needs	125	58%
Assigning or reassigning students to classes or to content	125	54%
Providing college/career advice or guidance	124	35%

38 Please indicate your level of agreement with each of the following statements.

	N	AGREE OR STRONGLY AGREE
I have access to high-quality assessment data that help me adapt the pace or content of instruction to meet students' needs.	170	81%
Our school's data system includes achievement measures that provide information about students of varying achievement levels, including students who are far above or below grade level.	169	81%
I have the necessary skills and experience to use data to guide my instruction.	170	76%
Our school's data system provides information at a level of detail that helps me inform my instruction (e.g., breakdowns for specific skills or topics).	169	73%
The data system provides real-time data that is actionable.	167	71%
The technology provides data that are not typically available without that technology.	169	68%
Our school's data system is easy to use.	169	67%
I can use the school's data system to easily produce the views or reports I need.	169	63%
I have plenty of data but need help in figuring out how to translate the data into instructional steps.	169	61%
It is easy to create custom assessments that evaluate what students are learning.	170	61%

39 Does your school use frequently updated, shared documents, either paper or electronic (such as learner profiles and learning plans), to document each student's strengths, weaknesses, and goals along with individualized plans to accomplish those goals?

N	YES	NO
173	46%	54%

40 Do your school's learner profiles or learning plans have these attributes? (By learner profiles and learning plans, we mean documents about student strengths, weaknesses, and goals, and individualized plans to accomplish those goals.)

Note: Asked only of respondents who marked *Yes* on Question 39.

	N	TO A MODERATE OR GREAT EXTENT
Exist for every student	79	75%
Summarize the student's goals, interests, and aspirations	78	74%
Set forth a personalized plan for students to accomplish instructional goals	76	74%
Summarize the student's strengths, weaknesses, and progress, drawing on multiple sources of information, including standardized tests and other information	79	72%
Are frequently updated to incorporate new information	79	71%
Are routinely accessed/updated by teachers	78	64%
Are routinely accessed/updated by students	76	38%
Are routinely accessed/updated by parents or guardians	77	32%

Student Survey Results, Spring 2015

1 **What is the highest level of education you plan to complete?** (N=5,257)

ALL RESPONDENTS	SELECTED
Will not finish high school	<1%
High school	7%
Career/technical school	3%
Two-year community college or junior college	6%
Four-year college or university degree (Bachelor's)	32%
Graduate or professional school	35%
Undecided	16%

2 **Have you ever done any of the following activities to prepare for life after high school?**

ALL RESPONDENTS	N	YES
Searched the internet for college options or read college guides	5,041	63%
Taken a survey or inventory to measure career interests	5,084	61%
Toured, visited or attended a program at a college campus	5,085	59%
Attended a career day or job fair	5,105	50%
Talked with a counselor or teacher to plan out courses and other educational experiences so you'll be able to meet your goals for life after high school	5,063	48%
Worked or volunteered in a job related to your career goals	5,062	38%
Participated in an internship or apprenticeship related to your career goals	5,051	29%
Sat in on or taken a college class	5,027	28%

RESPONDENTS IN GRADE 9–12 ONLY	N	YES
Searched the internet for college options or read college guides	2,652	72%
Taken a survey or inventory to measure career interests	2,677	67%
Toured, visited or attended a program at a college campus	2,679	66%
Attended a career day or job fair	2,680	51%
Talked with a counselor or teacher to plan out courses and other educational experiences so you'll be able to meet your goals for life after high school	2,600	51%
Worked or volunteered in a job related to your career goals	2,657	39%
Sat in on or taken a college class	2,628	31%
Participated in an internship or apprenticeship related to your career goals	2,642	29%

3 **How many times, if any, have you taken the following tests?**

ALL RESPONDENTS	N	NEVER/I DON'T KNOW WHAT THIS IS	ONCE OR TWICE	3 OR MORE TIMES
PSAT or PLAN	5,102	77%	19%	4%
SAT or ACT	5,082	74%	18%	8%
Any Advanced Placement (AP) test	5,075	80%	14%	5%
Any International Baccalaureate (IB) test	5,056	94%	4%	1%

RESPONDENTS IN GRADES 9–12 ONLY	N	NEVER/I DON'T KNOW WHAT THIS IS	ONCE OR TWICE	3 OR MORE TIMES
PSAT or PLAN	2,685	65%	30%	5%
SAT or ACT	2,664	71%	24%	5%
Any Advanced Placement (AP) test	2,662	79%	17%	4%
Any International Baccalaureate (IB) test	2,658	95%	4%	1%

4 **Has anyone at your school discussed the following with you?**

ALL RESPONDENTS	N	DISCUSSED BRIEFLY OR IN DEPTH
Possible jobs or careers you might pursue	5,001	72%
Admissions requirements at two-year (community) colleges, technical schools, or certificate programs	5,007	67%
How to decide which college to attend	5,010	67%
Admissions requirements at various four-year colleges	5,031	61%
Your likelihood of being accepted at different types of colleges	4,981	61%
How to pay for college	5,003	60%
What ACT/SAT scores you need to get into the colleges you want to attend	5,003	57%
Opportunities to attend out-of-state colleges	4,996	53%

RESPONDENTS IN GRADES 9–12 ONLY	N	DISCUSSED BRIEFLY OR IN DEPTH
Possible jobs or careers you might pursue	2,638	77%
How to decide which college to attend	2,641	73%
Admissions requirements at various four-year colleges	2,654	71%
How to pay for college	2,642	68%
Your likelihood of being accepted at different types of colleges	2,632	67%
What ACT/SAT scores you need to get into the colleges you want to attend	2,636	67%
Admissions requirements at two-year (community) colleges, technical schools, or certificate programs	2,642	65%
Opportunities to attend out-of-state colleges	2,632	60%

5 **How much do you agree with the following statements?**

ALL RESPONDENTS	N	AGREE OR STRONGLY AGREE
My performance in school matters for success in college.	4,970	93%
Working hard in school matters for success in the work force.	4,941	90%
School teaches me valuable skills.	4,939	85%
My classes give me useful preparation for what I plan to do in life.	4,957	78%

6   How much do you agree with the following statements?

ALL RESPONDENTS	N	AGREE OR STRONGLY AGREE
I try to do well on my schoolwork even when it isn't interesting to me.	4,862	89%
I pay attention and resist distractions when I'm doing schoolwork.	4,891	74%
When I am not in school, I set aside time to do schoolwork.	4,872	67%
When I am not in school, I sometimes don't get my schoolwork done because I choose to spend time on other fun activities.	4,886	60%
I sometimes stop working on an assignment if it seems difficult.	4,874	58%

7   How much do you agree with the following statement?

ALL RESPONDENTS	N	AGREE OR STRONGLY AGREE
You have a certain amount of intelligence, and you really can't do much to change it.	4,882	31%

8   To what extent do the following items describe what you think?

ALL RESPONDENTS	N	MOSTLY OR VERY TRUE
It's important to me that I thoroughly understand my schoolwork.	4,632	70%
I can do almost all the work in school if I don't give up.	4,667	69%
One of my goals in school is to learn as much as I can.	4,665	68%
Even if the work is hard, I can learn it.	4,662	68%
It's important to me that I learn a lot of new concepts this year.	4,693	66%
One of my goals is to master a lot of new skills this year.	4,644	64%
I'm certain I can master the skills taught in school this year.	4,672	62%
I'm certain I can figure out how to do the most difficult schoolwork.	4,659	50%
I don't want my teachers to think that I know less than others in school.	4,664	44%
I try to avoid having other students in school think I'm not smart.	4,673	37%
It's important to me that other students in my school think I am good at my schoolwork.	4,698	35%
One of my goals in school is to avoid looking like I have trouble doing the work.	4,655	30%
It's important to me that I look smart compared to others in my school.	4,663	28%
One of my goals is to show others that schoolwork is easy for me.	4,655	27%

9 **To what extent do the following statements describe you?**

ALL RESPONDENTS	N	VERY OR MOSTLY LIKE ME
I am a hard worker.	4,670	71%
I continue steadily toward my goals.	4,674	70%
I don't give up easily.	4,671	65%
I finish whatever I begin.	4,697	59%

10 **During a typical school week, how many hours do you spend on schoolwork outside of your regular school hours?** (N=4,750)

MIN	MAX	AVERAGE	MEDIAN
0	99	4.99	2

ALL RESPONDENTS	PERCENT
Zero	8%
1 hour or less	22%
More than 1 hour and up to 3 hours	33%
More than 3 hours and up to 7 hours	21%
More than 7 hours and up to 12 hours	9%
More than 12 hours and up to 21 hours	4%
More than 21 hours and up to 35 hours	2%
More than 35 hours	1%

11 **How much do you agree with the following statements about the schoolwork you do outside of your regular school hours?**

Note: Asked only of students who entered numbers greater than *Zero* in Question 10.

ALL RESPONDENTS	N	AGREE OR STRONGLY AGREE
The schoolwork I do outside of school is connected with what I am learning in school.	4,282	85%
I am able to access the materials I need to learn effectively outside of school.	4,258	84%
The schoolwork I do outside of school helps me learn.	4,269	79%

12 When you are working on schoolwork on the computer outside of school, *how long do you typically work* **before** *taking a break* (for example, before using Facebook or watching a video that is not related to your schoolwork, or leaving the computer to do something else)?

N	NO BREAKS	LESS THAN 5 MINUTES	5 TO 10 MINUTES	10 TO 30 MINUTES	30 TO 60 MINUTES	MORE THAN 60 MINUTES
4,630	11%	7%	13%	31%	27%	11%

13 Please rate the following items based on your behavior in school.

ALL RESPONDENTS	N	MOSTLY OR VERY TRUE
I use what I have learned from previous assignments and what I have learned in school to do new assignments.	4,498	60%
When I am learning something new, I try to connect the things that I am learning with what I already know.	4,456	60%
When I am studying a topic, I try to make everything fit together.	4,486	57%
Before I begin working on an assignment I think about the things I will need to do to complete the assignment.	4,461	49%
When I'm reading I stop once in a while to go over what I have read.	4,471	36%
I often find that I have been studying for class but don't know what it is all about.	4,464	25%
I often find that when the teacher is talking I think of other things and don't really listen to what is being said.	4,457	25%
When work is hard I either give up or study only the easy parts.	4,475	23%
It is hard for me to identify the main ideas when I am reading.	4,510	18%

14 **The following questions ask about your classroom experiences. When you answer them, please think about your experiences with all of your teachers in math, English/reading, science, and social studies last year, and mark the response that indicates your typical experience.**

ALL RESPONDENTS	N	MOSTLY OR VERY TRUE
My teachers ask questions to be sure students are following along with what we are being taught.	4,358	62%
My teachers want students to explain our answers—why we think what we think.	4,314	60%
My teachers check to make sure students understand what we were learning.	4,322	59%
My teachers accept nothing less than our full effort.	4,325	57%
My teachers want us to share our thoughts.	4,324	55%
The feedback that I get on my schoolwork helps me understand how to improve.	4,338	54%
My teachers respect my ideas and suggestions.	4,302	54%
My classmates and I have opportunities to work together and give each other feedback.	4,307	54%
My teachers don't let students give up when the work gets hard.	4,313	52%
Students get helpful comments to let us know what we did wrong on assignments.	4,317	52%
In my classes, we learn a lot almost every day.	4,313	52%
Students share their ideas with each other about what they are working on during class.	4,294	48%
I am given opportunities to demonstrate my strengths and weaknesses so that teachers can adjust instruction to address them.	4,305	48%
Most of the activities I work on in school are challenging enough to be interesting, but not too challenging to complete.	4,315	45%
My teachers and I work together to set personal goals for my own learning.	4,312	43%
I like the way we learn in my classes.	4,329	42%
The material I am learning in my classes is interesting.	4,281	40%
My teachers take into account my interests and experiences when deciding what I will work on.	4,298	39%
In my classes, learning is enjoyable.	4,288	36%
My classes do not keep my attention—I get bored.	4,347	29%
Students get to decide how activities are done in my classes.	4,317	22%

15 The following questions ask about your classroom experiences. When you answer them, please think about your experiences with all of your classes in math, English/reading, science, and social studies last year, and mark the response that indicates your typical experience.

ALL RESPONDENTS	N	MOST OF THE TIME OR ALWAYS
When I am working on an assignment or activity, I know what the goals of the assignment or activity are.	4,150	53%
I keep track of my learning progress using technology (for example, by using an online gradebook or portfolio).	4,163	52%
I am required to show that I understand a topic before I move onto a new topic.	4,181	49%
I have opportunities to review or practice new material until I really understand it.	4,167	48%
During a single lesson, I have opportunities to learn in different ways, such as listening to the teacher present to the whole class, working in small groups, or working by myself.	4,169	46%
If I have trouble understanding material when I'm working on my own, I am able to get help quickly.	4,170	43%
I am given the chance to work through instructional material at a faster or slower pace than other students in this class.	4,168	42%
I discuss my learning progress with my parents.	4,142	42%
We connect what we are learning to life outside the classroom.	4,142	38%
I discuss my learning progress with my teachers.	4,158	38%
I work on projects that combine more than one subject (for example, science and literature).	4,169	37%
I work on projects that extend over several weeks or months.	4,133	34%
I keep track of my learning progress using paper (for example, a binder or a poster) rather than on a computer.	4,157	34%
I have opportunities to choose what instructional materials (such as books or computer software) I use in class.	4,214	33%
I work on different topics or skills than what my classmates are working on at the same time.	4,170	33%
I have opportunities to choose what topics I focus on in class.	4,189	25%

16 **When the focus of your learning was reading and writing (for example, in an English class), how often do you do the following?**

ALL RESPONDENTS	N	MOST OF THE TIME OR ALWAYS
I explain how writers use tools like symbolism and metaphor to communicate meaning.	4,149	55%
I improve a piece of writing as a class or with partners.	4,161	55%
I discuss connections between what we are reading in class and real-life people or situations.	4,157	54%
I discuss how culture, time, or place affects an author's writing.	4,145	52%
I discuss my point of view about something I've read.	4,190	51%
I debate the meaning of what we are reading in class.	4,143	49%

17 **When the focus of your learning was math, how often do you do the following?**

ALL RESPONDENTS	N	MOST OF THE TIME OR ALWAYS
I discuss possible solutions to problems with other students.	4,147	48%
I use math to solve real-world problems.	4,131	47%
I write a few sentences to explain how I solved a math problem.	4,175	40%
I solve a problem with multiple steps that takes more than 20 minutes.	4,153	37%
I write a math problem for other students to solve.	4,161	28%

18 **How much do you agree with the following statements about your school?**

ALL RESPONDENTS	N	AGREE OR STRONGLY AGREE
School is seen as preparation for the future.	4,070	85%
Teachers work hard to make sure that all students are learning.	4,072	84%
All students are encouraged to go to college.	4,063	83%
I can be creative in classroom assignments and projects.	4,049	83%
Teachers work hard to make sure that students stay in school.	4,062	81%
Teachers pay attention to all students, not just the top students.	4,058	79%
I feel safe in this school.	4,042	78%
I am comfortable being myself at this school.	4,048	78%
There is at least one adult in this school who knows me well.	4,039	77%
Teachers make sure that all students are planning for life after graduation.	4,097	76%
Overall, I feel good about being in this school.	4,049	76%
I care about this school.	4,055	76%
My opinions are respected in this school.	4,026	76%
I am an important part of my school community.	4,046	71%
If I could choose a school right now, I would choose this school.	4,038	69%

19 **How much do you agree with the following statements?**

ALL RESPONDENTS	N	AGREE OR STRONGLY AGREE
I have access to technology (such as a computer, tablet, or smartphone) and the Internet outside of school whenever I need them.	4,108	87%
If I need help using technology when I'm at school, I have someone who can help me.	4,081	86%
At my school, we learn how to tell whether or not information on the Internet is trustworthy.	4,075	80%
If I need help using technology when I'm at home, I have someone who can help me.	4,092	77%

20 **I feel supported by the following people at my school:**

ALL RESPONDENTS	N	MOST OF THE TIME OR ALWAYS
Teachers	4,173	63%
Other adults (principals, counselors, etc.)	4,157	60%
Other students	4,158	54%

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