School Coordinator Questionnaire
School Coordinator Questionnaire Tables

2018 NSSME+
School Coordinator Questionnaire

1. How many students are currently enrolled in each of the following grades in your school?

	NUMBER OF STUDENTS
Pre-Kindergarten	
Kindergarten	
1st grade	
2nd grade	
3rd grade	
4th grade	
5th grade	
6th grade	
7th grade	
8th grade	
9th grade	
10th grade	
11th grade	
12th grade	
Ungraded	

2. Please indicate the number of students in this school in each of the following categories: (Please count each student only once.)

	NUMBER OF STUDENTS
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic/Latino	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	

3. Of the students in this school, how many…

	NUMBER OF STUDENTS
a. are eligible for free or reduced-price lunch?	
b. have an Individualized Education Plan (IEP)?	
c. are classified as English-language learners?	

4. ***[High schools only]***
Does your school use block scheduling (class periods scheduled to create extended blocks of instructional time) to organize most classes? *Select one.*

○	Yes
○	No

5. ***[High schools only]***
Does your school offer courses in which students can earn credit toward graduation in multiple subjects for the same course? *Select one.*

○	Yes
○	No ***[Skip to Question 7]***

6. ***[High schools only]***
For which of the following combinations of subjects does your school offer these courses? *Select all that apply.*

□	a.	Mathematics and science
□	b.	Mathematics and computer science
□	c.	Science and computer science
□	d.	None of these combinations

7. ***[High schools only]***
In each of the following subjects, does your school allow students to demonstrate mastery of course content for credit in a course without the normal seat-time requirement? *Select one on each row.*

		YES	NO
a.	Computer science	○	○
b.	Mathematics	○	○
c.	Science	○	○

8. Does your school have… *Select one on each row.*

		YES	NO
a.	One or more computer labs available for teachers to schedule for their classes?	○	○
b.	Laptop/tablet carts available for teachers to use with their classes?	○	○
c.	A 1-to-1 initiative (every student is provided with a laptop or tablet)?	○	○
d.	School-wide Wi-Fi?	○	○

9. Which of the following best describes your school's policy about students using their own computing devices in classes? *Select one.*

○	Students are required to provide their own laptops or tablets for use in classes.
○	Students are not required, but are allowed to bring their own laptops or tablets for use in classes.
○	Students are not allowed to use their own laptops or tablets in classes.

10. Do any teachers in your school travel among different rooms because of a shortage of classrooms? *Select one.*

○	Yes
○	No ***[Skip to Question 12]***

11. Does your school ensure that teachers in their first year of teaching do not have to travel among different classrooms? *Select one.*

○	Yes
○	No

12. Does your school/district/diocese have a formal induction program for teachers new to the profession (support that is not offered to other teachers in the school)? *Select one.*

○	Yes
○	No ***[Skip to Question 17]***

13. How long does a teacher typically receive support from the induction program? *Select one.*

○	One year or less
○	2 years
○	3 or more years

14. Which of the following organizations are involved in developing and implementing the induction program? *Select all that apply.*

☐	a. School
☐	b. District/Diocese (if applicable)
☐	c. Regional or county educational service
☐	d. Local university
☐	e. Other; please specify _____

15. Which of the following supports are provided as part of the formal induction program? *Select all that apply.*

☐	a.	Release time to attend national, state, or local teacher conferences
☐	b.	Financial support to attend national, state, or local teacher conferences
☐	c.	Common planning time with experienced teachers who teach the same subject or grade level
☐	d.	Release time to observe other teachers in their grade/subject area
☐	e.	Formally assigned school-based mentor teachers
☐	f.	District/diocese-based or university-based mentors
☐	g.	Reduced course load
☐	h.	Reduced class size
☐	i.	Reduced number of teaching preps
☐	j.	A meeting to orient them to school/district/diocese policies and practices
☐	k.	Professional development opportunities on teaching their subject
☐	l.	Professional development opportunities on providing instruction that meets the needs of students from the cultural backgrounds represented in your school
☐	m.	Classroom aides/teaching assistants
☐	n.	Supplemental funding for classroom supplies

16. ***[For schools that select Question 15e only]***
Are formally assigned school-based mentor teachers in your school's induction program… *Select one on each row.*

		YES	NO
a.	given extra compensation for being a mentor?	○	○
b.	intentionally given release time or a reduced course load to work with their mentee?	○	○
c.	given training on effective mentoring practices?	○	○
d.	required to attend workshops with their mentees?	○	○
e.	when feasible, intentionally assigned to beginning teachers who teach the same subject or grade level?	○	○
f.	when feasible, intentionally given common planning time with their mentees?	○	○

Computer Science Programs and Practices

17. Indicate whether your school does each of the following to enhance students' interest and/or achievement in computer science. *Select one on each row.*

		YES	NO
a.	Holds family computer science nights	○	○
b.	Offers after-school help in computer science (for example: tutoring)	○	○
c.	Offers formal after-school programs for enrichment in computer science	○	○
d.	Offers one or more computer science clubs	○	○
e.	Participates in Hour of Code	○	○
f.	Participates in a local or regional computer science fair	○	○
g.	Has one or more teams participating in computer science competitions (for example: USA Computer Science Olympiad)	○	○
h.	Encourages students to participate in computer science summer programs or camps offered by community colleges, universities, museums or computer science centers	○	○
i.	Coordinates visits to business, industry, and/or research sites related to computer science	○	○
j.	Coordinates meetings with adult mentors who work in computer science fields	○	○
k.	***[High schools only]*** Coordinates internships in computer science fields	○	○

18. ***[Elementary and middle schools only]***
Does your school provide computer programming (for example: LOGO, Python, Scratch, Snap!) instruction to any or all students during the regular school day? *Select one.*

○	Yes
○	No ***[Skip to Question 30]***

19. Omitted – Item did not function properly.

20. Omitted – Item did not function properly.

21. Omitted – Item did not function properly.

22. ***[High schools only]***
In which of the following ways can grades 9–12 students in this school take a computer science course that teaches programming or requires programming as a prerequisite? *Select all that apply.*

□	a.	From a teacher in this school
□	b.	Through virtual courses offered by other schools/institutions (for example: online, videoconference)
□	c.	By going to a Career and Technical Education (CTE) center
□	d.	By going to another high school
□	e.	By going to a college or university
□	f.	Grades 9-12 students in this school cannot take a computer science course that teaches programming or requires programming as a prerequisite ***[If selected, skip to Question 30]***

23. ***[High schools only]***

Does your school offer each of the following types of computer science courses that might qualify for college credit? Include both courses that are offered every year and those offered in alternating years. *Select one on each row.*

		YES	NO
a.	Advanced Placement (AP) computer science courses	○	○
b.	International Baccalaureate (IB) computer science courses	○	○
c.	Concurrent college and high school credit/dual enrollment computer science courses ***[If no, skip to Question 25]***	○	○

24. ***[High schools only]***

When are concurrent college and high school credit/dual enrollment computer science courses offered in this school? *Select one.*

○	Offered this school year
○	Not offered this school year, but offered in alternating years

25. ***[High schools only]***

Which of the following computer science courses are available to students in this school? For each course that is available, indicate where and when it is offered. *Select one on each row in each section, if applicable.*

		AVAILABLE?		[IF AVAILABLE] WHERE OFFERED		[IF AVAILABLE] WHEN OFFERED	
		YES	NO	AT THIS SCHOOL	ELSEWHERE (OFFSITE OR ONLINE)	THIS YEAR	NOT THIS YEAR, BUT IN ALTERNATING YEARS
a.	AP Computer Science A	○	○	○	○	○	○
b.	AP Computer Science Principles	○	○	○	○	○	○
c.	IB Computer science standard level	○	○	○	○	○	○
d.	IB Computer science higher level	○	○	○	○	○	○
e.	Other IB computer science course	○	○	○	○	○	○

26. ***[High schools only]***

Is your school offering any computer science courses in the following categories this school year for students in any grades 9–12? *Select one on each row.*

GRADES 9–12 COURSE TYPE	EXAMPLE COURSES	YES	NO
a. **Computer technology courses that do not include programming**	Computer literacy, Keyboarding, Media technology (digital video/audio, multimedia presentations, digital arts), Desktop publishing, Computer applications (word processing, spreadsheets, slide presentations), Computer repair and computer networking, Web design, Computer-aided design (architectural drawing, fashion design), Other technology courses that do not teach or require programming	○	○
b. **Introductory high school computer science courses that include programming but do not qualify for college credit**	Computer Science Discoveries on code.org, Exploring computer science, PLTW's Computer Science Essentials, introductory programming course, IB Computer Science–Standard Level, Computer science elective that includes introductory programming	○	○
c. **Specialized/elective computer science courses with programming as a prerequisite that do not qualify for college credit**	Advanced Computer science electives such as Robotics, Game or mobile app development, or other advanced computer science elective with programming as a prerequisite	○	○

27. ***[High schools only; skip if no computer science courses that teach programming or have programming as a prerequisite are offered this year]***

Approximately how many students in grades 9–12 in this school will take a computer science course this year that includes programming or has programming as a prerequisite?

NUMBER OF STUDENTS

Computer Science Requirements

28. ***[High schools only]***

In order to graduate from this high school, how many years of computer science are grades 9–12 students required to take? *Select one.*

○	0 years
○	½ year
○	1 year
○	2 years
○	3 years
○	4 years

29. ***[High schools only]***
Can computer science courses count towards students' high school graduation requirements in each of the following subject areas? *Select one on each row.*

	YES	NO
a. Mathematics	○	○
b. Science	○	○
c. Foreign language	○	○

Computer Science Professional Development

30. **In the last three years**, has your school and/or district/diocese offered **workshops** specifically focused on computer science or computer science teaching, possibly in conjunction with other organizations (for example: other school districts/dioceses, colleges or universities, museums, professional associations, commercial vendors)? *Select one.*

○	Yes
○	No

31. **In the last three years**, has your school and/or district/diocese offered **teacher study groups** where teachers meet on a regular basis to discuss teaching and learning of computer science, and possibly other content areas as well (sometimes referred to as Professional Learning Communities, PLCs, or lesson study)? *Select one.*

○	Yes
○	No

32. Do any teachers in your school have access to **one-on-one coaching** focused on improving their computer science instruction (include voluntary and/or required coaching)? *Select one.*

○	Yes
○	No

Thank you!

School Coordinator Questionnaire Tables

There is no table for SCQ 1.

There is no table for SCQ 2.

There is no table for SCQ 3.

Table SCQ 4 and 5
Prevalence of High School Course Arrangements

	PERCENT OF SCHOOLS
Block Schedule	33 (2.4)
Dual Credit Courses	19 (2.4)

Table SCQ 6
Prevalence of High School Dual Credit Course Arrangements

	PERCENT OF SCHOOLS
Mathematics and science	9 (2.2)
Mathematics and computer science	4 (1.2)
Science and computer science	2 (1.1)
None of these combinations	8 (1.4)

Table SCQ 7
Subjects for Which High School Students May Demonstrate Mastery of Course Content for Credit Without Normal Seat-Time Requirement

	PERCENT OF SCHOOLS
Computer science	10 (1.6)
Mathematics	27 (2.4)
Science	24 (2.5)

Table SCQ 8
Schools With Various Computing Resources, by Grade Range

	PERCENT OF SCHOOLS		
	ELEMENTARY	MIDDLE	HIGH
One or more computer labs available for teachers to schedule for their classes	69 (2.9)	68 (3.2)	74 (2.7)
Laptop/tablet carts available for teachers to use with their classes	89 (1.7)	87 (1.9)	76 (2.5)
A 1-to-1 initiative (every student is provided with a laptop or tablet)	35 (2.4)	40 (2.9)	44 (3.2)
School-wide Wi-Fi	98 (0.8)	99 (0.4)	99 (0.4)

Table SCQ 9
Schools With Various Policies About Students Bringing Their Own Computing Devices to School, by Grade Range

	PERCENT OF SCHOOLS		
	ELEMENTARY	MIDDLE	HIGH
Students are required to provide their own laptops or tablets for use in classes.	0 (0.1)	1 (0.3)	2 (0.7)
Students are not required, but are allowed to bring their own laptops or tablets for use in classes.	22 (3.0)	37 (3.4)	70 (3.9)
Students are not allowed to use their own laptops or tablets in classes.	78 (3.0)	63 (3.5)	27 (3.8)

Table SCQ 10
Teachers Traveling Among Rooms Due to a Shortage of Classrooms

	PERCENT OF SCHOOLS
Elementary	16 (2.3)
Middle	24 (2.5)
High	39 (2.6)

Table SCQ 11
Schools With Policy That First Year Teachers Do Not Travel Among Classrooms†

	PERCENT OF SCHOOLS
Elementary	42 (8.0)
Middle	39 (6.7)
High	21 (4.1)

† Includes only schools indicating in Q10 that they have teachers travel among classrooms.

Table SCQ 12
Schools With Induction Program for New Teachers

	PERCENT OF SCHOOLS
Elementary	74 (2.4)
Middle	69 (2.7)
High	68 (2.9)

Table SCQ 13
Typical Duration of Formal New Teacher Induction Programs†

	PERCENT OF SCHOOLS		
	ELEMENTARY	MIDDLE	HIGH
One year or less	44 (3.5)	43 (3.4)	47 (2.9)
2 years	35 (3.3)	40 (3.5)	34 (2.7)
3 or more years	21 (2.7)	17 (2.3)	19 (2.4)

† Includes only schools indicating in Q12 that they offer a formal new teacher induction program.

Table SCQ 14
Organizations Developing and Implementing Formal Induction Programs, by Grade Range

	PERCENT OF SCHOOLS		
	ELEMENTARY	MIDDLE	HIGH
School	63 (2.8)	68 (3.4)	78 (2.6)
District/Diocese†	86 (2.2)	80 (2.6)	74 (2.6)
Regional or county educational service	15 (2.8)	20 (3.4)	21 (3.1)
Local university	3 (1.2)	4 (1.0)	5 (1.4)
Other	4 (1.2)	5 (1.2)	6 (1.4)

† This item was presented only to public and Catholic schools.

Table SCQ 15
Supports Provided as Part of Formal Induction Programs, by Grade Range

	PERCENT OF SCHOOLS		
	ELEMENTARY	MIDDLE	HIGH
Release time to attend national, state, or local teacher conferences	33 (3.0)	38 (3.1)	51 (3.2)
Financial support to attend national, state, or local teacher conferences	22 (2.8)	23 (3.1)	35 (3.1)
Common planning time with experienced teachers who teach the same subject or grade level	76 (2.6)	68 (3.4)	52 (3.3)
Release time to observe other teachers in their grade/subject area	70 (3.1)	67 (3.2)	61 (2.9)
Formally assigned school-based mentor teachers	85 (2.0)	81 (2.8)	84 (2.5)
District/diocese-based or university-based mentors	30 (2.5)	30 (3.0)	26 (2.5)
Reduced course load	2 (0.9)	3 (1.3)	4 (1.4)
Reduced class size	0 (0.3)	1 (0.4)	3 (1.1)
Reduced number of teaching preps	1 (0.9)	6 (1.5)	13 (1.6)
A meeting to orient them to school/district/diocese policies and practices	88 (2.2)	85 (2.9)	89 (1.9)
Professional development opportunities on teaching their subject	80 (2.5)	82 (2.5)	74 (2.7)
Professional development opportunities on providing instruction that meets the needs of students from the cultural backgrounds represented in your school	44 (3.1)	43 (3.6)	48 (3.0)
Classroom aides/teaching assistants	14 (2.3)	12 (2.1)	15 (1.9)
Supplemental funding for classroom supplies	31 (3.2)	29 (3.0)	25 (2.4)

Table SCQ 16
Policies Regarding Formally Assigned School-Based Mentors in Induction Programs, by Grade Range

	PERCENT OF SCHOOLS†		
	ELEMENTARY	MIDDLE	HIGH
Given extra compensation for being a mentor	66 (3.4)	61 (3.3)	63 (2.9)
Intentionally given release time or a reduced course load to work with their mentee	25 (3.0)	22 (3.2)	25 (3.1)
Given training on effective mentoring practices	66 (3.3)	61 (3.8)	66 (2.9)
Required to attend workshops with their mentees	38 (3.4)	38 (3.8)	36 (2.8)
When feasible, intentionally assigned to beginning teachers who teach the same subject or grade level	88 (2.5)	90 (2.0)	86 (2.4)
When feasible, intentionally given common planning time with their mentees	71 (3.2)	65 (3.6)	64 (3.5)

† Includes only schools indicating in Q15 that they offer formally assigned school-based mentor teachers.

Table SCQ 17
School Programs and Practices to Enhance Students' Interest and/or Achievement in Computer Science, by Grade Range

	PERCENT OF SCHOOLS		
	ELEMENTARY	MIDDLE	HIGH
Holds family computer science nights	15 (2.0)	8 (1.5)	5 (1.0)
Offers after-school help in computer science (e.g., tutoring)	14 (1.8)	20 (2.1)	31 (2.8)
Offers formal after-school programs for enrichment in computer science	21 (2.3)	21 (2.6)	15 (1.8)
Offers one or more computer science clubs	22 (2.4)	25 (2.3)	29 (2.2)
Participates in Hour of Code	38 (2.8)	34 (2.8)	27 (2.6)
Participates in a local or regional computer science fair	11 (1.9)	13 (2.1)	12 (1.5)
Has one or more teams participating in computer science competitions (e.g., USA Computer Science Olympiad)	6 (1.3)	10 (1.5)	15 (1.6)
Encourages students to participate in computer science summer programs or camps offered by community colleges, universities, museums or computer science centers	38 (2.9)	44 (3.3)	51 (2.6)
Coordinates visits to business, industry, and/or research sites related to computer science	14 (2.3)	22 (2.8)	30 (3.0)
Coordinates meetings with adult mentors who work in computer science fields	14 (2.0)	18 (2.1)	22 (1.9)
Coordinates internships in computer science fields†	n/a	n/a	15 (1.7)

† This item was presented only to high schools.

Table SCQ 18
Elementary and Middle Schools Offering Computer Programming Instruction

	PERCENT OF SCHOOLS
Elementary	28 (2.5)
Middle	31 (2.6)

There is no table for SCQ 19.

There is no table for SCQ 20.

There is no table for SCQ 21.

Table SCQ 22
Computer Science Course-Offering Practices Currently Being Implemented in High Schools

	PERCENT OF SCHOOLS
From a teacher in this school	52 (2.7)
Through virtual courses offered by other schools/institutions (e.g., online, videoconference)	35 (2.6)
By going to a Career and Technical Education (CTE) center	24 (2.5)
By going to another high school	9 (1.8)
By going to a college or university	30 (2.4)
Grades 9-12 students in this school cannot take a computer science course that teaches programming or requires programming as a prerequisite	21 (2.5)

Table SCQ 23
High Schools Offering Computer Science Courses That Might Qualify for College Credit

	PERCENT OF SCHOOLS
Advanced Placement (AP) computer science courses	21 (1.6)
International Baccalaureate (IB) computer science courses	1 (0.4)
Concurrent college and high school credit/dual enrollment computer science courses	19 (1.9)

Table SCQ 24
When High Schools Offer Concurrent College and High School Credit/Dual Enrollment Computer Science Courses

	PERCENT OF SCHOOLS†
Offered this school year	87 (4.0)
Not offered this school year, but offered in alternating years	13 (4.0)

† Includes only schools indicating in Q23 that they offer concurrent college and high school credit/dual enrollment computer science courses.

Table SCQ 25
Where and When High Schools Offer Various Advanced Placement and International Baccalaureate Computer Science Courses

	PERCENT OF SCHOOLS					
	AVAILABLE?		WHERE OFFERED†		WHEN OFFERED†	
	Yes	No	At this school	Elsewhere (offsite or online)	This year	Not this year, but in alternating years
AP Computer Science A	16 (1.4)	84 (1.4)	84 (4.5)	16 (4.5)	91 (2.8)	9 (2.8)
AP Computer Science Principles	14 (1.5)	86 (1.5)	90 (4.2)	10 (4.2)	88 (3.1)	12 (3.1)
IB Computer science standard level	1 (0.4)	99 (0.4)	100 (0.0)	0 ---‡	100 (0.0)	0 ---‡
IB Computer science higher level	0 (0.2)	100 (0.2)	100 (0.0)	0 ---‡	68 (19.4)	32 (19.4)
Other IB computer science course	0 (0.1)	100 (0.1)	100 (0.0)	0 ---‡	100 (0.0)	0 ---‡

† Includes only schools indicating AP and/or IB course availability.

‡ No high schools in the sample selected this response option. Thus, it is not possible to calculate the standard error of this estimate.

Table SCQ 26
High School Computer Science and Technology Courses Offered

	PERCENT OF SCHOOLS
Computer technology courses that do not include programming	47 (2.4)
Introductory high school computer science courses that include programming but do not qualify for college credit	36 (2.4)
Specialized/elective computer science courses with programming as a prerequisite that do not qualify for college credit	21 (1.7)

Table SCQ 27
Average Percentage of High School Students That Will Take a Computer Science Class This Year

	AVERAGE PERCENT OF STUDENTS
High school students that will take a computer science class this year	6 (0.8)

Table SCQ 28
High School Computer Science Graduation Requirements

	PERCENT OF SCHOOLS
0 years	74 (3.1)
½ year	8 (1.9)
1 year	17 (2.9)
2 years	0 (0.1)
3 years	0 (0.1)
4 years	0 (0.4)

Table SCQ 29
High School Computer Science Counting Toward Graduation Requirements in Other Subject Areas

	PERCENT OF SCHOOLS
Mathematics	15 (2.0)
Science	12 (2.0)
Foreign language	7 (2.0)

Table SCQ 30
Computer Science-Focused Professional Development Workshops Offered by School/District in the Last Three Years

	PERCENT OF SCHOOLS
Elementary	35 (2.5)
Middle	28 (2.4)
High	19 (1.9)

Table SCQ 31
Computer Science-Focused Teacher Study Groups Offered by School/District in the Last Three Years

	PERCENT OF SCHOOLS
Elementary	43 (3.1)
Middle	41 (3.3)
High	33 (2.9)

Table SCQ 32
Schools Providing One-on-One Computer Science-Focused Coaching

	PERCENT OF SCHOOLS
Elementary	28 (2.4)
Middle	27 (2.3)
High	21 (2.3)