Make Your Voice Heard Student Survey

School Year 2017-18

Research & Assessment Design

6/11/2018

JEFFCO PUBLIC SCHOOLS

MAKE YOUR VOICE HEARD STUDENT SURVEY

SCHOOL YEAR 2017-18

PURPOSE

Jeffco's Make Your Voice Heard (MYVH) survey was designed to measure student engagement, which has been shown to improve academic achievement, attendance, and graduation rates (Arregeaga-Mayer & Perdomo-Rivera, 1996; Connell, Spencer, & Aber, 1994; Finn, 1989; Fredricks, Blumenfeld, & Paris, 2004; Furlong, Whipple, Jean, Simental, Soliz, & Punthuna, 2003; Henry, Knight, Thornberry, 2012; Libbey, 2004; Marks, 2000; Skinner, Wellborn, & Connell, 1990; Wang & Eccles, 2011). MYVH was re-developed in 2011-12 to use the current theoretical conceptions of affective, behavioral, and cognitive engagement, as described in *The Handbook of Research on Student Engagement* (Christensen, Reschly, & Wylie, 2012). Affective engagement is conceptualized as three distinct factors: teacher-student relationships, connection to school, and family support for learning. Behavioral engagement is conceptualized as perceptions of discipline and safety, and future aspirations. Cognitive engagement is conceptualized as academic challenge, teacher feedback, and attendance and participation. These nine factors are measured in MYVH by multiple questions that differ at both the elementary and secondary levels but can be compared across levels for consistency (see the surveys in Appendix A).

## PARTICIPATION AND ADMINISTRATION

The survey administration window for MYVH ran from January 8 to February 9, 2018. Due to high concurrent enrollments at Jeffco Virtual Academy and Warren Tech, there was an additional survey administration window for students enrolled in these schools from February 12 to 23, 2018. The elementary survey was administered to students in second through sixth grade, and the secondary survey was administered to students in grades seventh through twelfth. MYVH is required for all schools (except charter schools) every other year, including in 2017-18, and optional during the off-years. Jeffco notifies parents about the MYVH survey and provides them the opportunity to review survey questions. Also, if desired, parents may opt their child out of participating. The overall participation

> *… participation rates have generally declined in the last four administrations.*

rates in 2017-18 were 84% at the elementary level (grades 2-6), 81% at the middle school level (grades 7-8),[1] and 66% at the high school level (grades 9-12). As illustrated in Figure 1, these participation rates have generally declined in the last four administrations (with the exception of high school from 2015-16 to 2017-18).

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[1] Although some middle schools have a 6-8 grade configuration, for the purposes of this report, the middle school level will consist of grades 7-8 because sixth graders took the elementary version of the survey.

Figure 1. MYVH Participation Rates for each grade level
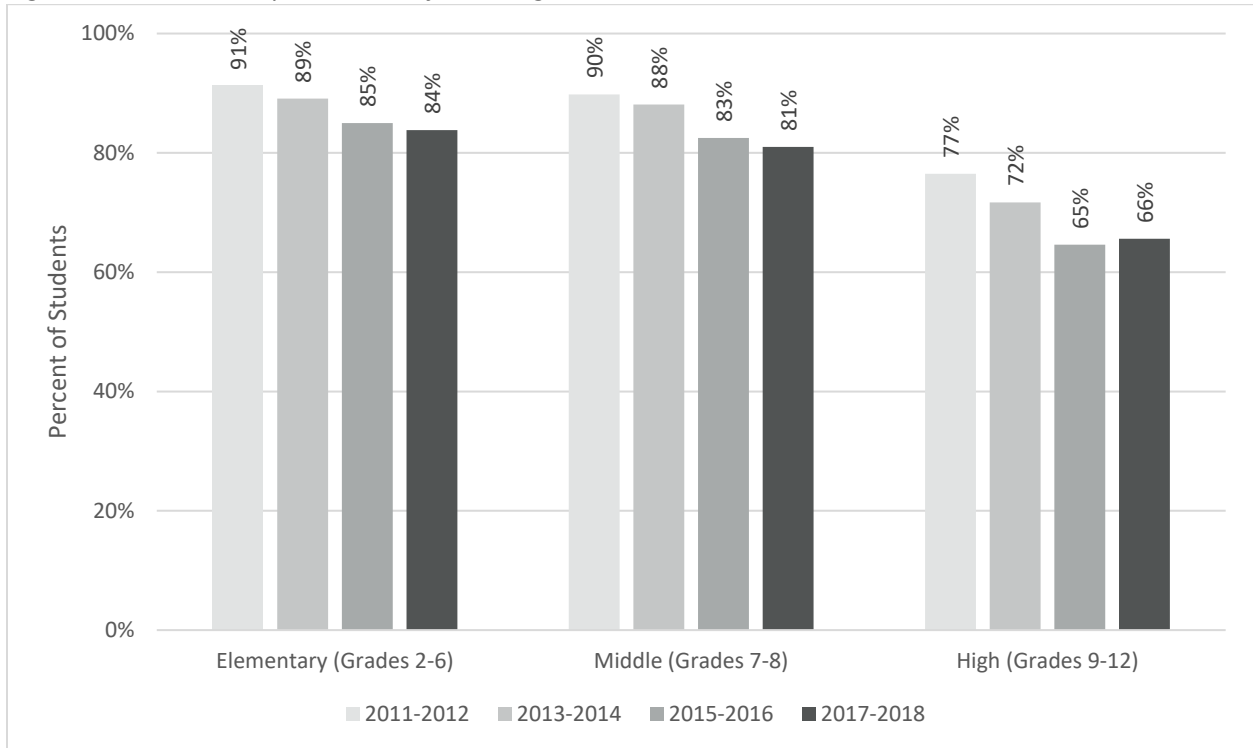
To assess whether the students who responded to the survey systematically differ in some way from students who did not respond, Tables 1 and 2 compare the elementary and secondary survey respondents to the total Jeffco population enrolled during the survey window.[2] These tables display the total participation rate and proportionality of respondents by grade, race-ethnicity, and instructional program – free or reduced lunch (FRL) eligibility, English Language Learner (ELL) status,[3] special education (IEP) status, and gifted/talented (GT) status. Twelfth graders demonstrated the highest difference (2.3%) between the percentage of respondents and enrolled students. A common heuristic concerning disproportionality examines whether the differences between groups exceed 10% (Fenning & Rose, 2007; Reschly, 1997). In this case, all differences fell well within these parameters, thus no response bias by these key variables is apparent.

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[2] Numbers will not exactly match Jeffco SOARS because they are based on enrollment at the close of the MYVH window (February 9, 2018) instead of the beginning of the window (January 8, 2018).
[3] In this report, ELL students only include Non-English Proficient (NEP) and Limited English Proficient (LEP) students.

Table 1: Elementary MYVH Survey Respondents

	Participation Rate		# of Total Students	Total % Within Demographic	# of Respondents	Total % of Respondents within Demographic	Proportional Differences
Grade	83%	**2**	6,161	19.1%	5,087	18.9%	0.2%
	85%	**3**	6,424	19.9%	5,435	20.1%	-0.2%
	83%	**4**	6,587	20.4%	5,481	20.3%	0.1%
	84%	**5**	6,627	20.5%	5,570	20.6%	-0.1%
	84%	**6**	6,476	20.1%	5,408	20.0%	0.1%
Race-Ethnicity	80%	**Am. Indian**	189	0.6%	152	0.6%	0.0%
	86%	**Asian**	914	2.8%	785	2.9%	-0.1%
	85%	**Black**	444	1.4%	377	1.4%	0.0%
	86%	**Hispanic**	7,862	24.4%	6,744	25.0%	-0.6%
	81%	**Multi**	1,357	4.2%	1,101	4.1%	0.1%
	85%	**Pacific Islander**	41	0.1%	35	0.1%	0.0%
	N/A	**Unknown**	2	0.0%	0	0.0%	0.0%
	83%	**White**	21,466	66.5%	17,787	65.9%	0.6%
Instructional Program	87%	**FRL**	9,875	30.6%	8,617	31.9%	-1.3%
	88%	**ELL**	2,450	7.6%	2,154	8.0%	-0.4%
	78%	**IEP**	3,536	11.0%	2,761	10.2%	0.8%
	86%	**GT**	3,912	12.1%	3,381	12.5%	-0.4%
Total	84%		32,275		26,981		

Table 2: Secondary MYVH Survey Respondents

	Participation Rate		# of Total Students	Total % Within Demographic	# of Respondents	Total % of Respondents within Demographic	Proportional Differences
Grade	82%	**7**	6,409	16.3%	5,258	18.2%	-1.9%
	81%	**8**	6,437	16.4%	5,226	18.1%	-1.7%
	75%	**9**	6,842	17.4%	5,134	17.8%	-0.4%
	70%	**10**	6,494	16.5%	4,537	15.7%	0.8%
	69%	**11**	6,462	16.4%	4,487	15.5%	0.9%
	63%	**12**	6,675	17.0%	4,230	14.7%	2.3%
Race-Ethnicity	57%	**Am. Indian**	290	0.7%	166	0.6%	0.1%
	81%	**Asian**	1,378	3.5%	1,114	3.9%	-0.4%
	68%	**Black**	422	1.1%	286	1.0%	0.1%
	69%	**Hispanic**	9,799	24.9%	6,793	23.5%	1.4%
	74%	**Multi**	1,397	3.6%	1,037	3.6%	0.0%
	74%	**Pacific Islander**	80	0.2%	59	0.2%	0.0%
	N/A	**Unknown**	11	0.0%	0	0.0%	0.0%
	75%	**White**	25,942	66.0%	19,417	67.3%	-1.3%
Instructional Program	70%	**FRL**	10,256	26.1%	7,180	24.9%	1.2%
	64%	**ELL**	1,874	4.8%	1,206	4.2%	0.6%
	63%	**IEP**	3,594	9.1%	2,274	7.9%	1.2%
	80%	**GT**	7,054	17.9%	5,615	19.4%	-1.5%
Total	73%		39,319		28,872		

RESULTS

This report provides an overview of the survey results, accompanied by an interactive dashboard. This dashboard can be used to explore the MYVH data by subgroups and trends over time. For most questions, respondents were asked to select one of four response categories for each question: Strongly Agree, Agree, Disagree, or Strongly Disagree.[4] Agreement ratings were calculated for each question by adding the percentage of respondents who selected Strongly Agree and Agree (and for the other response scales, the top two positive categories).

… the Future Aspirations construct has the highest percent agreement across all levels in 2017-18.

As illustrated in Table 3, the percent agreement of the nine factors measured by MYVH were relatively stable from 2011-12 to 2017-18 for all grade levels. Overall, the agreement ratings of all nine constructs exceeded 50%. As in previous years, the Future Aspirations construct had the highest percent agreement across all levels in 2017-18 (Elementary = 95%; Middle = 94%; High = 93%). In

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[4] Some questions used other scales such as Often/Sometimes/Rarely/Never and Yes/Probably/No/I don't know.

elementary, the Staff-Student Relationships construct also shared the highest agreement rating (95%). Similar to past years, areas with the lowest percent agreement in 2017-18 were:

- Elementary: Perceptions of Safety (62%)
- Middle: School Connection (73%) and Academic Challenge (74%)
- High: School Connection (74%) and Academic Challenge (75%)

> *… the Perceptions of Safety construct has the lowest percent agreement at the elementary level in 2017-18.*

Table 3: Trends of the Nine MYVH Constructs of 2011-12, 2013-14, 2015-16, and 2017-18

	Elementary (2-6)				Middle (7-8)				High (9-12)			
	2012	2014	2016	2018	2012	2014	2016	2018	2012	2014	2016	2018
Affective												
Staff-Student Relationships	95%	95%	95%	95%	88%	90%	88%	87%	88%	89%	89%	88%
School Connection	86%	87%	86%	86%	75%	76%	75%	73%	76%	76%	75%	74%
Family Support for Learning	89%	89%	89%	89%	88%	90%	89%	89%	86%	87%	87%	87%
Behavioral												
Perceptions of Discipline Practices	77%	77%	76%	76%	79%	83%	82%	79%	78%	83%	84%	82%
Perceptions of Safety[5]	64%	65%	64%	62%	87%	88%	88%	87%	88%	90%	90%	90%
Future Aspirations	97%	96%	95%	95%	94%	97%	95%	94%	94%	95%	94%	93%
Cognitive												
Academic Challenge[6]	61%	77%	76%	76%	63%	77%	73%	74%	71%	79%	76%	75%
Teacher Feedback	92%	92%	92%	92%	81%	84%	84%	82%	80%	81%	82%	82%
Attendance and Participation	89%	89%	89%	88%	83%	85%	84%	82%	79%	81%	81%	80%

ITEM-LEVEL TRENDS

While the overall themes presented in Table 3 provide a more stable look at content areas than at the item level, it is helpful to look at some item-level agreement ratings as provided in Appendix B. For example, the Future Aspirations construct had the highest agreement rating in all school levels in 2017-18, and one of the items in this construct on the secondary school survey is "I would like to quit school." Even though this item had a relatively low percent agreement,[7] an increasing number of

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[5] Elementary safety items differ from secondary safety items in that they reflect developmentally appropriate behavior (e.g., pushing or teasing compared to fighting or weapons).

[6] Items are not identical between 2011-12, 2013-14, 2015-16, and 2017-18. New items added in 2013-14 tended to increase the agreement ratings. The new items measured rigor in the classroom because this was an area of focus for many schools.

[7] This item is worded negatively (i.e., reverse coded) such that a low percent agreement indicates a favorable score.

students have indicated that they would like to quit school in the past several years. In 2017-18, 10% of middle school and 13% of high school respondents responded that they would like to quit school.

In addition, constructs with lower agreement ratings suggest that some items warrant closer examination. As mentioned above, the Perceptions of Safety construct had the lowest percent agreement at the elementary level in 2017-18. Several of the items in this construct had concerning results – e.g., over 70% of students reported that often/sometimes "Kids in this school argue with each other" (72%), and this percentage has increased over the four administrations. In addition, over one-third responded that often/sometimes "Kids in this school pick on or make fun of each other" (41%), "Kids in this school tease each other or call each other names" (40%), and "Kids in this school say bad things about each other" (39%), and all of these percentages have increased since 2015-16.

The Academic Challenge construct also had low overall agreement ratings, especially at the secondary level, and an item-level analysis reveals that many students reported that they are not challenged by their work. For instance, at the elementary level, nearly 40% did not indicate that "The things my teacher asks me to write are challenging," and nearly half of the students did not agree that "The things I read in school are challenging." Also, at the secondary level, many students did not agree that their math, writing, and reading work was challenging (Math: Middle 24%/High 23%; Writing: Middle 26%/High 21%; Reading: Middle 43%/High 31%). Although many students indicated a lack of academic challenge, a higher percentage of elementary and middle school students reported that their math, writing, and reading work is challenging compared to 2015-16.

… many students reported that they are not challenged by their work.

Furthermore, the School Connection construct had a lower overall percent agreement in the middle and high school levels, and a deeper look illustrates that particular questions should be examined further. For example, "Students at this school respect what I have to say" had a 62% and 65% percentage agreement for middle and high school, respectively, indicating that about one-third of students reported that they do not have respect from their peers. Furthermore, for both middle and high school levels, the percentage of students who agreed with this statement decreased from 2015-16. In addition, "I generally feel happy when I am at school" has been steadily decreasing in percentage agreement since 2011-12, down to 69% (middle) and 66% (high) in 2017-18.

SUBGROUPS

Appendix C provides the percent agreement of each of the nine constructs broken down by the following subgroups: FRL eligibility, minority,[8] ELL status, IEP status, and GT status. For most constructs

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[8] Students are categorized into the following race/ethnicity categories: (1) American Indian or Alaska Native; (2) Asian; (3) Black or African American; (4) Hispanic or Latino; (5) Multi; (6) Native Hawaiian or other Pacific Islander; and (7) White. Those in any of the first six categories are classified as "Minority" in this report.

in the three school levels (elementary, middle, and high), non-FRL, non-minority, non-ELL, non-IEP, and GT students had higher agreement ratings than their counterparts. Some notable findings include:

- For the elementary level, FRL, minority, ELL, and IEP students had higher percent agreement than their counterparts in the Academic Challenge construct.
- In the middle and high school levels, minority and ELL students had higher agreement ratings than their counterparts in the Teacher Feedback construct.
- In the elementary level, non-FRL, non-minority, non-ELL, non-IEP, and GT had higher percent agreement than their counterparts in the Safety construct. These differences were greater than most (i.e., at least 7% on average).

INTEREST AREAS

The secondary MYVH survey included questions about what types of courses students would like to have in their schools in order to prepare for their future careers. Figures 2 through 7 in Appendix D display the frequencies of which options were selected.[9] The following patterns emerged in these data:

- A higher percentage of non-FRL, non-ELL, non-IEP, GT, and female students selected AP classes, arts, college credit classes, education, international studies, law, leadership and government, media and communications, psychology, and science than their counterparts
- Over 30% of middle school students are interested in AP classes, arts, athletics, college credit classes, engineering, mathematics, and science
- Over 40% of male students are interested in athletics and engineering, while over 40% of females are interested in AP classes, arts, and college credit classes
- Over 30% of students eligible for FRL are interested in arts, athletics, and college credit classes
- Over 50% of GT students indicated an interest in AP and college credit classes (compared to 32% and 36% of non-GT students, respectively)
- Over 20% of all subgroups selected arts, athletics, business, and science

TECHNOLOGY

In 2017-18, Jeffco added two new questions regarding technology to the MYVH survey (to replace the former technology questions), asking students if they use technology in school to learn and work with others. The technology questions do not aggregate well into a construct but are reported at the item level and by subgroup in Appendix C (questions #49 and #50). Patterns to notice in these data include:

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[9] Note that students were able to select as many interest areas as desired, so the numbers are a duplicate count.

- In all school levels, over 90% of students stated that they use technology in school to learn.
- A higher percentage of secondary vs. elementary students reported that they use technology to work with others at school (78% Elementary; 86% Middle; 87% High).
- In all school levels, non-FRL, non-minority, non-ELL, non-IEP, and GT students indicated that they are more likely to use technology in school to learn than their counterparts.
- In secondary, more non-FRL, non-minority, non-ELL, non-IEP, and GT students agreed that they use technology to work with others at school than their counterparts. In elementary, however, these subgroups (except GT) had similar agreement ratings to their counterparts.

SUMMARY AND NEXT STEPS

The MYVH survey provides a tool to track student engagement over time and across schools and articulation areas. The results reported in this report provide a district-level look at nine critical factors related to student engagement including: teacher-student relationships, connection to school, family support for learning, perceptions of discipline, perceptions of safety, future aspirations, academic challenge, teacher feedback, and attendance and engagement. The agreement ratings of the nine factors were relatively stable from 2011-12 to 2017-18 for all grade levels. However, it is important to note some critical disparities for students eligible for FRL, ELL students, and students with an IEP.

Several steps are recommended below, including data use, additional exploration, and policy or program recommendations.

Data use recommendations include the following:

- Schools should (and many have already) examine their school-level data and compare it to the district to determine patterns and trends.
- The district can document the processes that schools are using to involve students in discussions around the MYVH data.
- The MYVH data will continue to be used as part of the district's program evaluation research in order to assess student engagement in addition to student achievement.

Additional exploration of student engagement might include the following:

- The district could conduct a qualitative exploration (e.g., focus groups) with students and teachers around constructs and questions that need attention.
- The MYVH data will continue to be dovetailed with any employee or parent data to provide a holistic picture of student engagement as it relates to parent involvement and employee satisfaction.
- The MYVH data should be connected to achievement data where possible to inform interventions for students who may be engaged but not yet achieving or students who are achieving but are not actually engaged. This would be a similar technique used with the 2012 data.

Policy and program implications might include the following:

- The district could look at schools with particularly high agreement ratings on the nine factors of student engagement to lift up promising practices for other schools to replicate or adapt.
- More AP courses and college credit courses should be offered at the secondary level.
- Supports should be provided to FRL, ELL, and IEP students to increase their use of technology in school to learn and work with others.
- STEM subjects were a high interest area for middle schoolers – in particular, engineering, mathematics, and science. It would be important to design instructional programming to address these interest areas.

MAKE YOUR VOICE HEARD SURVEYS

Make Your Voice Heard Survey Grades 2-6

Welcome to the Make Your Voice Heard survey. Thank you for your participation.

For each sentence pick the one that describes how you feel.

1. My teachers help me.
2. My teachers respect me.
3. My teachers like having me in class.
4. My teachers are fair to me.
5. The teachers at my school care about me.
6. My teachers listen carefully to me when I talk.
7. My teachers ask students difficult questions in class.
8. My teachers give me a chance to answer questions.
9. My math work is challenging.
10. The things my teacher asks me to write are challenging.
11. The things I read in school are challenging.
12. My teachers make sure that I understand what we are learning.
13. In my classes, teachers ask me to explain my thinking.
14. What I learn in this class is useful to me in my real life.
15. My teachers encourage me to do my best.
16. My teachers show me how to make my schoolwork better.
17. My teacher tells us what we are learning and why.
18. Most kids listen carefully when the teacher gives directions.
19. Most kids behave well even when the teacher is not watching.
20. Most kids pay attention when they are supposed to.
21. Most kids do their work when they are supposed to.
22. I follow the rules at school.
23. The students at my school tell an adult if they see bullying.
24. I feel safe at school.
25. Kids in this school argue with each other.
26. Kids in this school pick on or make fun of each other.
27. Kids in this school tease each other or call each other names.
28. Kids in this school hit or push each other.
29. Kids in this school say bad things about each other.
30. I think it is important to go to school every day.
31. I only stay home from school when I am sick.
32. My classes are very interesting.
33. My school work is meaningful to me.
34. My teachers make it fun to be in class.
35. I just pretend that I am working in class.
36. Students at this school respect me.
37. I have friends at school.
38. I feel like I belong when I am at school.
39. I usually feel happy when I am at school.

40. Students at this school get along even when they are different from each other.
41. I have someone at home who can help me with my schoolwork.
42. My parents expect me to do well in school.
43. My parents ask me about what I am learning at school.
44. I have a place at home to do my homework.
45. My parents and I talk about good things I have done in school.
46. My parents and I talk about problems I have in school.
47. I will graduate from high school.
48. I want to go to college.
49. I use technology in school to learn.
50. I use technology to work with others at school.
51. At school, we work on problems facing our school or neighborhood.
52. My teacher wants me to learn new things on my own.
53. My teacher wants me to know which skills I need to improve.
54. My teacher helps me try different things when I am stuck.
55. My teacher helps me speak and listen to others.
56. My teacher helps me see different points of view.
57. In class, I learn how to work with others.
58. My teacher wants me to be creative in class.
59. My school gives me a chance to lead others at school.
60. My school has things to do before or after school.
61. My school provides food or clothing for students who need it.
62. My school provides help for students who are sad or upset.
63. Is there anything else you would like to share about your school?

Response categories include:
Strongly Disagree/Disagree/Agree/Strongly Agree
Never/Rarely/Sometimes/Often
No/Probably/Yes/I Don't Know

Open ended text box for Question 62

Make Your Voice Heard Survey Grades 7-12

Welcome to the Make Your Voice Heard survey. Thank you for your participation.

For each sentence pick the one that describes how you feel.

1. Staff members at this school care about students.
2. I am respected by most staff members.
3. I have a favorite teacher at this school.
4. There is at least one adult at school that I can go to when I need help with school work.
5. When a student has a personal problem, someone at school is there to help.
6. I respect most of the staff at this school.
7. My teachers ask students difficult questions in class.
8. What I learn in this class is useful to me in my real life.
9. My math work is challenging.
10. My writing assignments are challenging.
11. The reading materials in my classes are challenging.
12. My teachers know when the class understands, and when we do not.
13. In my classes, teachers give students time to explain our ideas.
14. In my classes, teachers ask me to explain my thinking.
15. My teacher checks to make sure we understand what he/she is teaching us.
16. My teacher tells us what we are learning and why.
17. My teachers encourage me to do my best.
18. The comments that I get on my work help me understand how to improve.
19. My teachers know a lot about the subject they teach.
20. At school, there are clear rules for acceptable behavior.
21. Students generally behave themselves while at school.
22. The discipline practices at school are fair.
23. I follow the rules at school.
24. I would inform an adult at my school about bullies and students who threaten others.
25. I feel protected from harassment at school.
26. I feel protected from discrimination at school.
27. I feel safe at school.
28. Staff members do not tolerate students who threaten others at school.
29. During this school year, how often did you not go to school because you felt you would be unsafe at school or on your way to school?
30. During this school year, how often were you bullied or harassed at school or on your way to school?
31. During this school year, how often have you been electronically bullied? (including being bullied through email, chat rooms, instant messaging, web sites, or texting)
32. During this school year, how often has someone threatened or injured you with a weapon such as a gun, knife or club on school property?
33. During this school year, how often has someone stolen or deliberately damaged your property such as your car, clothing or books on school property?
34. During this school year, how often were you in a physical fight on school property?
35. I think it is important to go to school every day.
36. I skip classes that I don't like.
37. I am rarely absent from school unless I am sick.
38. When I am in class, I just pretend that I am working.
39. My classes are very interesting.
40. My school work is meaningful to me.

41. Students at this school respect what I have to say.
42. I feel like I have a choice about what happens to me at school.
43. I have some friends that I feel close to at school.
44. I feel like I belong when I am at school.
45. I generally feel happy when I am at school.
46. I often attend school activities or events.
47. Students of different racial and ethnic backgrounds get along at this school.
48. My parents/guardians support me with my homework.
49. My parents/guardians expect me to do well in school.
50. My parents/guardians ask me about what I am learning at school.
51. My parents/guardians want me to keep trying when things are tough at school.
52. My parents/guardians and I talk about good things that I have done in school.
53. My parents/guardians and I talk about problems I have in school.
54. I have a place at home to do my homework.
55. Education is important for achieving my future goals.
56. I will graduate from high school.
57. I would like to quit school.
58. I use technology in school to learn.
59. I use technology to work with others at school.
60. At school, we work on problems facing our school, neighborhood, or community.
61. My teachers want me to learn new things on my own.
62. My teachers want me to know which skills I need to improve.
63. My teachers help me try different things when I am stuck.
64. My teachers help me speak and listen to others.
65. My teachers help me see different points of view before forming an opinion.
66. My teachers expect me to work with others on projects and activities.
67. My teachers want me to be creative in class.
68. My school gives me a chance to meaningfully lead others at school.
69. My school provides tutoring options.
70. My school provides food or clothing for students who cannot afford it.
71. My school provides help for students who are depressed, anxious, or angry.
72. How likely is it that you will do each of the following immediately after high school?
    - Start working a full time job.
    - Serve in the military (Army, Navy, Air Force, etc.).
    - Attend a career, technical, or vocational school to prepare for a specific career like welding, cosmetology, or medical imaging, etc.
    - Attend a 2-year community college for an Associate's degree or certificate.
    - Attend a 4-year college or university for a Bachelor's degree.
73. What classes would you be interested in taking to help prepare you for your future career? Select any.
    - Advanced Placement (AP) classes
    - Agriculture/Horticulture
    - Arts (music, drama, dance, photography, etc.)
    - Athletics (football, basketball, volleyball, swimming, snowboarding, etc.)
    - Automotive
    - Building & Construction
    - Business (finance, marketing, starting your own business, etc.)

- College credit classes
- Education (teaching)
- Engineering
- Health Care & Nutrition
- Hospitality (hotel, restaurant & culinary)
- International Studies / World language / Cultures
- Law & Law Enforcement
- Leadership & Government (politics, public service)
- Mathematics
- Media & Communications (radio, television, film, writer, reporter)
- Psychology
- Science
- Technology & Computers
- Veterinary Sciences
- Other, please specify

74. Is there anything else you would like to share about your school?

Response categories include:
Strongly Disagree/Disagree/Agree/Strongly Agree
Never/Rarely/Sometimes/Often
No/Probably/Yes/I Don't Know
Definitely Won't/Probably Won't/Probably Will/Definitely Will

Checkbox list for Question 73
Open ended text box for Question 74

APPENDIX B

ITEM-LEVEL PERCENTAGE AGREEMENT AND MEANS BY YEAR

Appendix B can be found here.

APPENDIX C

ITEM-LEVEL PERCENTAGE AGREEMENT AND MEANS BY SUBGROUP

Appendix C can be found here.

APPENDIX D

INTEREST AREAS BY SUBGROUP

Appendix D can be found here.