

AdvancED Transition Survey Series

2007 Edition

*Eighth Grade Exit Survey
A Survey for 8th Grade Students*

*High School Exit Survey
A Survey for 12th Grade Students*

*High School Follow-up Survey
A Survey for Alumni*



Cover from LC

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Introduction to AdvancED Transition Survey Series

Quality programs depend upon reliable data from a variety of sources for informed decisions. Students transitioning from one level to another, as well as alumni, hold significant insight into the success of their schools. It is essential that their opinions be considered in developing, implementing, and sustaining quality programs.

To address these needs, AdvancED has created three transition surveys. These instruments have been designed to accomplish three main goals:

- **obtain the opinions** of transitioning students or high school alumni
- **gather recommendations** for improving programs
- **provide valuable data** to guide decision making

Each of the transition surveys offered by AdvancED provides information about the current state of education in a school, district, or other educational context. Choosing an appropriate transition survey(s) is based on the purposes and needs that are defined by a school or district. It is often helpful to use a framework such as accreditation, school improvement, or knowledge management to determine the type of information that will be most helpful to collect.

AdvancED Transitions Model

The items in the AdvancED Transition Survey Series are based on a four-part model of progress. Each survey begins by gathering information about a student’s access to education and participation in educational opportunities. This information provides the foundation for understanding a student’s aspirations and accomplishments at the end of 8th grade, at the end of 12th grade, and after graduation from high school. Chart 1 shows these four parts as a set of steps. The following paragraphs describe this model in more detail.

AdvancED Transition Survey Model		Accomplishments	
		Grades	
		Aspirations	
		After High School Plans	Abilities
		Future Career Goal	Work Status
		Opportunities	
		Future Academic Degrees	Academic Degrees
		Extra Help	Current Career
		School-Sponsored Activities	
Access	Opportunities Provided by the School		After High School Status
Year Entered	Advice and Counseling		
Graduation Pace	Value of Education		
Work While Attending High School	Program of Study		

Chart 1

Student Access to Education

The extent to which a retrospective survey can provide a good measure of a student's education is the extent to which students have **access** to that education. Access describes the amount of education available to a student completing the survey.

Some examples of how access can affect the results of a survey of students' school experience include:

- A student who moves into Washington High School during the second semester of his junior year will not be able to provide a comprehensive view of Washington's high school education.
- A Craburn Middle School student who is absent 25 days during eighth grade will have difficulty evaluating the eighth grade program.
- A 12th grade student who has inadequate credits for graduating in four years will not have a full high school experience to evaluate.

In examining issues related to access, a school is able to make better judgments about its programs and their success. Access to the education is an important concept in understanding a school and its graduates.

Student Opportunities

Although access to the education is a necessary foundation to understanding student perceptions, another important concept is **opportunity**. Opportunity can be described as educational experiences, such as the quality and character of schooling that meets the needs of students.

Some examples of how opportunity can affect survey results might include:

- A 12th grade student at Washington High School who is an English as a Second Language learner and there are no special services available to him.
- A 7th grader at Craburn Middle School who studied Algebra 2 at a program for talented learners and has no higher level math class as an 8th grader.
- A 12th grade student who did not receive any college counseling at Everett High School because the college counselor was on leave of absence.
- A student at Craburn Middle School who, during 8th grade, went to private art lessons because the art program had been eliminated.
- A graduate of Everett High School who worked every day and could not participate in extracurricular activities.
- A student at Washington High School who completed graduation requirements by the end of 11th grade, and is graduating because she believes that her high school cannot offer her anything of value.

Opportunity is the bridge from a student's access to an education to his or her aspirations for the future. It is the basis from which students evaluate their aptitudes and interests and project into the future.

Student Aspirations

Aspirations are those thoughts and plans that mold your actions. Dr. Ruth Johnson, Director of the National Center of Student Aspirations, defines student aspirations as "an individual's ability to identify and set goals for the future, while being inspired in the present to work toward those goals" (1997). She believes that by addressing student aspirations, educators can change the teaching and learning environment and make a tangible difference in the lives of students. Aspirations are the result of internal and external forces such as family, the school, and the community. These forces influence the actions that a student takes in school and beyond.

Some examples of aspirations include:

- a 12th grade student from Washington High School who plans to go to a four-year college
- an 8th grade student from Craburn Middle School who is planning to enter the career area of communications

Aspirations provide the basis for accomplishments. Clearly, students take actions that will actualize their vision for the future. Whether they become high achievers or students at risk to become undereducated is influenced by what they believe that they can become.

Student Accomplishments

Accomplishments are the actions that students take. In the AdvancED model, actions are broadly described by a variety of indicators. Grades in school, academic skills and abilities, education after high school, and work status after high school are all areas of accomplishment measured by the AdvancED Transition Survey Series.

If a school expects students to put forth and sustain high levels of effort, then the school needs to motivate them by regularly recognizing their accomplishments. Progress points should be articulated so that, regardless of entering performance level, every student can meet real accomplishment criteria often enough to be recognized frequently. Recognition of accomplishment can be tied to opportunity to participate in events that matter to students and their families. Student accomplishment is also recognized when student performance is related to opportunities at work and in higher education (*Principles of Learning* retrieved April 15, 2005, from <http://www.instituteforlearning.org/pol.html>).

Accomplishments are the culmination of the AdvancED Transitions model. They also provide the answer to one of the questions most often asked by schools, “*Did we make a difference in the lives of our students?*”

Purposes of Transition Surveys

One of the most important tasks in administering a survey is developing a clear purpose statement for the use of the results of the survey. Before a survey is administered to students, the school/district needs to develop succinct answers to the following questions:

- Q Why are we conducting a survey of our students transitioning from one level of education to another?
- Q How will the results of the survey be used?

There are many reasons why schools would use a survey to collect transition information. Among them are the following:

- to include as a part of the data collected for accreditation purposes
- to take into account the perspectives of the students in decision making and school improvement planning efforts
- to monitor shifts or trends as students progress through their education or career
- to conduct a longitudinal study of the perspectives of students transitioning from one level of education to the next

Determining the purposes of the survey is a first step in implementing the Transition Surveys.

The Transition Survey Series

Survey Content and Reliability

Transition surveys may be used with the *Breakthrough School Improvement Series* of AdvancED school improvement products. Responses can be disaggregated by gender, ethnicity, grade entered this school, year the student attended this school, and work while attending high school. Allow approximately 20 minutes for completion of each of the surveys.

Response Categories for all scaled topics	
5	Excellent
4	Good
3	Fair
2	Poor
1	Very Poor
	Not Applicable

The following is a listing of topics contained in each of the three Transition surveys showing the common items as well as the correlation between the topics and items across these three surveys. The reliability analysis used to determine the extent to which individual items in each topic (subscale) and section relate to each other is alpha (Cronbach's). This model of internal consistency is based on the average inter-item correlation.

TOPIC	Eighth Grade Exit Survey (34 items designed for 8 th Grade Students)	High School Exit Survey (51 items designed for 12 th Grade Students)	High School Follow-up Survey (54 items designed for High School Alumni)
Information about You			
Gender	Demographic	Demographic	Demographic
Ethnicity	Demographic	Demographic	Demographic
Year Entered	Demographic	Demographic	Demographic
Year Attended	Demographic	Demographic	Demographic
Work While Attending High School	NA	Demographic	Demographic
Received Extra Help	Items 1-4	Items 1-4	Items 1-4
School-sponsored Activities	Item 5	Item 5	Item 5
Value of my Education	Items 6-14 <i>9 items, alpha=.80*</i>	Items 6-16 <i>11 items, alpha=.92*</i>	Items 6-16 <i>11 items, alpha=.87*</i>
Grades	Item 15	Item 29	Item 29
Academic Skills	Items 16-22 <i>7 items, alpha=.62*</i>	Items 30-36 <i>7 items, alpha=.74*</i>	Items 30-36 <i>7 items, alpha=.62*</i>
Abilities	Items 23-29 <i>7 items, alpha=.87*</i>	Items 37-45 <i>9 items, alpha=.91*</i>	Items 37-45 <i>9 items, alpha=.90*</i>
After High School	Item 30	Item 46	Item 46
Career	Item 31	Item 48	Items 50-51
Open-ended Items	Items 32-34	Items 49-51	Items 52-54
Graduation Pace	NA	Item 17	Item 17
Program of Study	NA	Item 18	Item 18
Opportunities Provided by School	NA	Items 19-23 <i>5 items, alpha=.80*</i>	Items 19-23 <i>5 items, alpha=.74*</i>
High School Advice and Counseling	NA	Items 24-28 <i>5 items, alpha=.74*</i>	Items 24-28 <i>5 items, alpha=.90*</i>
Academic Degrees	NA	Item 47	Items 47-48
Current Work Status	NA	NA	Item 49
*Alpha Reliability Coefficient for each scaled topic	<i>Based on a sample of 225 8th grade students Overall composite .84</i>	<i>Based on a sample of 378 12th grade students Overall composite .96</i>	<i>Based on a sample of 152 alumni Overall composite .96</i>

Chart 2

Adding Items to a Survey

An optional feature provided with the Transition Surveys is the opportunity for schools/districts to develop additional demographic, forced-choice, and open-ended items to be included as a part of the survey. Additional items can provide information on certain issues of particular interest or address specific concerns related to unique characteristics associated with the school/district. Chart 3 shows the differences in adding items to a paper or a web administration.



Adding Items to Your Survey	
 Paper	 Web
20 bubbles in the “A and B” lines for demographic items such as designating a school within a large district. More items can be provided on a separate sheet of paper. (See Appendix B)	Unlimited number of demographic items can be included on the survey with up to 7 choices per item.
10 additional ordered forced-choice items with up to ten choices per item on the scan sheet. Additional items provided on a separate sheet of paper.	Unlimited number of ordered forced-choice items could be included on the survey with up to 10 response choices per item.
Three open-ended items included on the survey, other items can be provided on a separate sheet of paper. The customer needs to compile the responses.	Unlimited number of open-ended items can be included on the survey. Responses are compiled by item.
Additional instructions can be provided on a separate sheet of paper.	Instructions can be changed or added to the survey.
Additional items are reported automatically in the analysis report. Reports for additional subgroups of respondents can be purchased.	Additional items are reported automatically in the analysis report. The survey administrator has the ability to generate and create sub-group reports with the purchase of Level 2 Reporting.

Chart 3

Transition Surveys are made up of a series of items. The purpose of an item is to elicit a response. Sometimes a set of responses is already provided to choose from (a **forced-choice** response) and other times respondents will generate their own responses (an **open-ended** response).

A forced-choice item that has responses that are not ordered is known as a **categorical or demographic** item. These items use categories for the responses. For example, “Male” and “Female” are the categories of Gender. Male is not greater or higher than Female; they are just different from each other. There are no numeric weights attached to a categorical response. Other examples of common categories are *educational plans*, *career plans*, or *post high school funding*. Categorical or demographic items are often used to disaggregate survey responses. The common method for summarizing this data is a frequency count or percent.

An open-ended item is one where the respondent needs to compose a response. This type of item is used to gather information and generate insight. Written responses are not easy to systematically analyze but provide a diversity of perspectives to help further a school’s understanding of a particular topic. An example of an open-ended item is “How could Washington High School better prepare students for their future?”

When adding additional items with either web or paper versions, it is important that they be quality items. The following are some tips for the construction of good survey items.

- The vocabulary used in the item should be free of jargon and any vague or ambiguous terms should be avoided. Avoid the use of abbreviations.
- The items should be relatively short, direct statements.
- Each item should address a specific issue or characteristic of the school.

- Avoid the use of compound statements that address more than one aspect of the school.
- Do not use double negatives.
- Do not bias the statement so that the respondent has to answer in a way that does not reflect his/her view. Emotionally charged items, or those that imply that a person should have done something, should be avoided.
- Examine the order of the statements. Sometimes the response to one item will affect the response to another one.
- Consider writing multiple statements on important topics. Sometimes there is bias in a particular item. Additional questions related to the same topic can help you determine bias in a question.
- Make sure that respondents have adequate background information in order to respond to a question. If more information is needed, provide it with the survey.
- Statements need to be phrased in such a way that the participants can indicate their extent of agreement with the item when using an “excellence” scale.

Writing Items for Transition Surveys

In addition to some general tips on writing good survey items, there are a number of more specific things to think about with a Transition Survey. You may want to consider these questions as you develop items:

- Q** Can students remember accurately?
Example: GPA vs. grades in school
- Q** Can you find better information from another source?
Example: Participation in special programs such as special education
- Q** Do close-ended items have enough diverse responses to cover all options?
Example: After high school, students: a. Go to college, b. Work full time
- Q** Are the items aligned across surveys to enable comparisons?
Example: Using the term “work” in 8th grade versus “career” in 12th grade
- Q** Are the vocabulary and concepts appropriate for the grade level?
Example: Eighth grade students may have difficulty responding to an item about employability.

Administering a Transition Survey

Determining the Respondents

The number of respondents who participate in the survey depends on the purpose of the survey you plan to administer. In most cases, schools ask all students at a grade level to participate. In contrast, the alumni survey may be administered to a sample of the entire class.

A number of questions need to be considered in determining who to survey including:

- Q** What is the population of students to whom you want to generalize the results?
- Q** Do you want to survey an entire class or do you want to sample the class?
- Q** Do you want to disaggregate or analyze the survey responses by any subgroups of respondents? (e.g., students currently in college)

In order to answer the first question, you need to define the population. A population is the complete set of individuals who have some common observable characteristic. Usually the population shares some major demographic characteristics. An example of a population is:

- Twelfth Grade Students
- Eighth Grade Students who are attending Craburn Middle School for 6th, 7th, and 8th grade

Once the population is defined and can be described, the next task is to determine if you want to survey the entire class or sample the class. The extent to which you would like to generalize, or attribute, the findings from the survey to a specific population, is the extent to which you might choose to obtain survey data from an entire group or a sample.

Determining whether or not you can sample because you have a large enough population is based on a number of considerations. A sample is any subset of a population, and the extent that this subset represents the population is also the extent to which you have confidence that you can generalize to the population. A rule of thumb for determining a sample size which has a desired error range at the 95% confidence level and at + or - .05 is:

Sample Size Determination	
Population N	Sample N
100	79
200	132
300	168
500	217
1000	278

Chart 4

Consider including at least 79 respondents in any group that is being surveyed if you are sampling. If you choose to sample the population, there are two broad sampling methods: random and non-random sampling. There is a description of seven different sampling methods in Appendix A. The best sampling approaches are random sampling methods.

Even if a relatively generalizable sampling methodology is chosen, voluntary responses can create sampling error. If there is an 85% to 95% response rate, it will represent the population well. The results from surveys with response rates between 50% and 85% should be examined carefully as to the extent to which the sample represents the population. If the response rate is 50% or less, then a description of the sample becomes important to assess the extent to which it represents the population.

Sometimes you suspect that different respondents might provide different perceptions on a survey and you may want to disaggregate the results. For example, students who have participated in a training program may view their post secondary plans differently than students who have had no training. If you would like to disaggregate the responses by different items, you will need an adequate sample size.

If you plan to disaggregate the survey results by one or more subgroups, you need to consider that there should be a minimum of 15 respondents in any subgroup that you would like to analyze separately. This may impact the size of a sample. In large schools, samples should be great enough to cover the more diverse populations served by these schools. The most important feature of the sample, regardless of sample size, is that it represents the diversity of the population.

Types of Administrations

Some important administration decisions need to be made before a school (or district/system) administers a survey. When a school district/system plans to administer a survey to multiple schools, it can be done in one of two ways:

- **Administration by School**
- **Administration by District/System**

Chart 5 provides a description of the features of a school or district/system administration.

School	District/System
Offers more accurate data per school – less chance of errors in school name designation.	Respondents may accidentally choose wrong school designation or not indicate their school in a district administration. <div style="border: 1px solid black; padding: 2px;"> Paper-based opinion inventory respondents need to use the optional disaggregation bubbles in the “A and B” lines. See Appendix B for further details. </div>
May require managing multiple administrations (one per school)	One administration
May require training/coordinating multiple survey administrators.	Single administrator
➡ If you are a large district planning to administer to multiple schools, the method you choose for administration will affect the reporting capabilities that we offer. Please call AdvancED for more information about large district administrations before you begin.	

Chart 5

A second decision a school needs to make is the method used to administer a transition survey. It is important to develop a plan so that you maximize the number of surveys that you receive from the respondents. There are generally two ways a school might administer a survey:

- **Group Administration**
- **Individual Administration**

A group administration is when all the participants gather at a location to take the survey. An individual administration means that the participants complete the survey by themselves, usually on their own time. The following are some examples of different types of administrations.

Scenario 1 – Student Group Administration

On Tuesday morning, teachers at Craburn Middle School were each given an adequate number of paper-based Eighth Grade Exit Surveys for all students in their third period eighth grade classes. Teachers were asked to read the instructions and monitor the survey to ensure that students were taking the survey seriously. Teachers were asked to return these completed surveys at the end of the day on Tuesday.

In most cases, schools choose to administer student surveys (8th and 12th grade) in a group administration during the school day. Staff is available to monitor the implementation and completion of the survey.

Scenario 2 - Individual Alumni Administration

Alumni from Washington High School receive an e-mail announcement from the Washington High School Improvement Team Chair on Monday asking them to log on to the Internet over the next five days to complete a High School Follow-up Survey. On Wednesday, a reminder letter was e-

mailed to alumni notifying them that the survey will close in two days. On Friday, the Team Chair realized that many alumni had not yet completed the survey and extended the administration to the following Friday. Another e-mail was sent to let the alumni know the survey stop date had been extended.

An individual administration needs to be monitored carefully since response rate is one of the greatest concerns with this type of administration. Chart 6 lists some advantages and disadvantages of each method of administration.

Advantages	Disadvantages
Group Administration	
Respondents complete the survey at one time, ensuring that other factors do not influence their responses.	Difficult to find time in a busy school to administer a survey.
The seriousness, purpose, and use of the survey can be conveyed to the respondents.	Respondents may talk or copy from each other.
The survey is ready for analysis in a short amount of time.	Interruptions could affect the responses of a large group of respondents.
Administration problems are known and can often be corrected.	A disgruntled survey administrator could impact responses.
A time commitment from the organization signals to the respondent that completing the survey is worthy of their time and commitment.	If using a web-based administration, finding enough appropriate computers for a large group may be difficult.
Easier to implement when everybody in a particular group is being surveyed.	Difficult to find a location in a school to administer the survey to a group of people.
Individual Administration	
If using a web-based administration, there is more flexibility in gaining access to available computers.	Respondents may not complete their surveys, lowering the response rate.
Respondents may feel special that they were chosen to give their opinions.	Anonymity is often a concern to respondents.
Easier to implement when you are sampling a small group of people from different locations.	The conditions under which a respondent completes the survey may bias responses.
Respondents who need time to think about issues may provide more thoughtful opinions.	Respondents may talk about their perceptions related to the survey, influencing others.
Provides privacy to the respondent.	Respondents may not provide complete information.
Convenience of fitting into the respondent's schedule.	Difficult to get clarification if needed.

Chart 6

Group Administration Overview

The tone established by the person who administers the survey and provides directions to the participants is an important factor in conducting the survey. One of the most important elements of the message provided to the survey takers should be the reason(s) the survey is being conducted, why their opinions matter, and how their responses can make a difference.

It should be stressed that there are no right or wrong answers and that responses to the items will be maintained on a confidential basis. Respondents should not sign their names or identify themselves in any way (unless it is predetermined for follow-up purposes). Before participants start completing a survey, allow them the opportunity to ask any questions about how to record their responses. In order to safeguard the validity of the survey, care should be taken to only address issues pertaining to the method of recording responses. Do not discuss or indicate the “desired” selection of responses.

The participants should also be informed about the amount of time it may take to complete the survey. Keep in mind that the times listed in an earlier section of this guide may change if the school includes additional items on the survey.

Group Administration of a Paper Survey

Each paper survey must be filled out using a **#2 pencil**. If a mistake is made, the respondents need to fully erase the response and fill in the correct bubble. Ask that respondents not make a checkmark or “X” in the bubble—fill it in completely. The survey forms may be folded for mailing, but **do not staple or punch holes** in the surveys.

If the school has decided to use the optional bubbles or open-ended responses, the survey needs to be set up appropriately.

- Additional demographics can be obtained by using the “A and B” line located at the top portion of the survey form. This is a good method to designate individual schools within a large district (see Appendix B for details.) Designating schools in this manner allows the database to sort by school. This is especially helpful if you plan to have AdvancED send your data to the AdvancED survey database.
- When additional open-ended items are added on a separate piece of paper, respondents should return their written replies to these items with the survey scan sheet.

Group Administration of a Web Survey

When administering a web-based survey to a group, it is important to make sure that the school’s computers have Internet Explorer 5.5 or Netscape 7.0 (or above). Other web-browsers may be acceptable, but they should be **tested prior to the administration**.

Each respondent has a unique “access code” that will allow him or her to complete the survey only one time. If a respondent does not complete the survey at one time, he or she can use the access code to re-enter and complete it at a later time—up until the stop date.

The survey administrator assigns a relationship between each access code and one of the following:

- A name of a participant (e.g., Abigail Adams)
- An e-mail address of a participant (e.g., aadams@lighthouse.us)
- A generic designation of a participant (e.g., student)

Depending on how the access codes have been assigned (e.g., name, e-mail, generic designation), the survey administrator can distribute the access codes to each participant in one of the following ways:

- E-mail an announcement from the survey administrator containing a link with the participant’s unique access code included.
- Print an announcement with the name and/or generic designation and unique access code, which can be distributed to participants.
- Export a list of names and/or generic designations along with the unique access code to a tab-delimited file that is easily opened in a spreadsheet. Once exported, this information can be used to create labels, generate a roster, or merge into a word processing program.

It is not advisable to send out the access codes for a group administration in advance. When participants enter a computer lab or resource room, they can pick up their access codes along with the website address to begin the survey. One suggestion for distributing access codes is to create a label and place each label on an index card to distribute to the participant. Also, a list of participants can be created, asking participants to copy their access codes. Another possibility is to print letters with the generic designation e.g., (Dear Student,) and give them to each survey participant.

Individual Administration Overview

If a survey is given to participants individually, a letter should be distributed that explains the purpose, states that the surveys are anonymous (unless used for tracking), and encourages the participant to complete the survey. Determining the date for the completion of the survey is also important.

Individual Administration of a Paper Survey

- Each paper survey must be filled out with a **#2 pencil**. Plan for the return of surveys to be as easy as possible.
- Tracking non-respondents and insuring anonymity requires balance and is highly dependent on the school. In cases where tracking responses is important, one might use ID numbers. An external monitor or consultant in charge of the data collection is another way to protect anonymity. To help protect anonymity, collect data from at least 15 students.

Remember, anonymity and completing the survey are the major concerns of an individual administration of a scannable paper survey. Make sure to use strategies that will maximize your success.

Individual Administration of a Web Survey

When administering the web-based survey it is important to make sure that each participant has Internet Explorer 5.5 or Netscape 7.0 or above. Other web-browsers may be acceptable, but should be **tested prior to administration**. Each participant has a unique access code that will allow him or her to complete the survey only one time. If a respondent does not complete the survey at one time, he or she can use the access code to enter and complete it at a later time—up until the stop date the administrator has set. There are several different ways of assigning access codes:

- A name of a participant (e.g., Abigail Adams)
- An e-mail address of a participant (e.g., aadams@lighthouse.us)
- A generic designation of a participant (student)

Depending on how the access codes have been defined (e.g., name, e-mail, generic designation), the survey administrator can distribute the access codes to each participant in one of the following ways:

- E-mail an invitation from the survey administrator that includes the unique access code.
- Print letters with the name and/or generic designation, which can be distributed to participants.
- Export a list of names and/or generic designation along with the access code to a spreadsheet. Once exported, this information can be used to create labels or merge into a word processing program, database, or spreadsheet.
- Generate a reminder e-mail or letter.

Appendices E and F include some troubleshooting tips to ensure that a web-based administration runs smoothly.

Increasing Response Rate

There are a number of strategies for increasing response rate on both paper and web-based surveys. Response rate poses the greatest threat to a school which chooses an individual rather than a group administration. A high response rate is particularly important when a school uses one of the sampling methods described in Appendix A.

The following list describes a number of strategies that have been shown to be successful in increasing the response rate. Using multiple strategies will enhance your ability to gather the opinions of increasing numbers of your respondents.

Personalization

- Precede the survey with a personalized letter or e-mail sent by an individual with authority
- Personalize the letters by signing in blue ink
- Use official letterhead

Survey Form

- Focus on a single topic per item when adding your additional questions
- Don't make the survey too long by adding too many additional items

Survey Administration

- Notify the respondents prior to the survey that they will be asked to complete a survey.
- Include a letter with the survey that explains the purpose of the survey, the importance of completing the survey, a discussion of anonymity, and a clear deadline for completion (see Appendix C for a sample cover letter for a paper survey and Appendix D for a sample e-mail announcement for a web survey).
- Use bright color paper in a survey mailing to help assure that the survey gets noticed once the mailing is opened.
- Include a self-addressed stamped envelope or other easy method for returning the surveys (for paper surveys). Stamped envelopes are more effective than business reply envelopes.
- Designate a location for returning surveys that is easy for participants to locate. It is also important to insure anonymity of responses as they are returned.
- Allow a two-week time period for a first wave administration. After two weeks, follow-up strategies are needed.

Follow-up

- Send a follow-up reminder, such as a postcard, letter, or e-mail to all respondents within 5 to 10 days after survey distribution to thank those who responded and prompt others to respond.
- Telephone follow-ups with respondents can increase response rates. Trained callers can remind respondents how to complete the survey, or they can offer to administer the survey over the phone.
- Mail or e-mail the survey reminder a second time.

Incentives

- Provide an incentive that is of value to the respondent (e.g. gift certificate, pizza party for the class that has the most surveys returned, personalized pencils, or a drawing for a prize).
- Promised incentives are not as effective as enclosed incentives.

Assessing Respondents across Time

One of the benefits of the AdvancED Transition Surveys is that they can be used longitudinally to measure changes over time. For instance, an 8th grade student might complete the Eighth Grade Exit Survey, then complete the High School Exit Survey, and finally complete the High School Follow-up Survey two years after graduating from high

school. By comparing students to themselves, more meaningful data on change can be gathered.

In order to help a school track students over time, the paper transition survey includes a scannable field of ten numbers on the last page of each transition survey. It is entitled “Office Use Only.” A school can use this field to bubble student ID# or an alternative ID# that is related to a particular student. In a web-based transition survey, each access code can be related to ID# or a student name. This ID# will be transparent to the respondent.

Once the data collected on the surveys are related to student IDs, a school can then export the data into a database and merge it with other student data. This might be additional student demographic data, such as GPA, math course #, or it might be the AdvancED Transition Survey data from an earlier grade (8th or 12th). If your school would like help with merging data, please contact AdvancED for additional support.

If your school chooses to track alumni once they leave high school, you might consider a reunion or alumni service whose business is finding people. Another option is to keep the mailing addresses of the high school graduates up-to-date by sending out correspondence every six months and receiving back address changes. Also, asking graduating seniors for two contact names, addresses, phones, and e-mail addresses might help a school find these students after they leave.

Because of the time consuming nature of follow-up surveys, it may be better to create a sample of students so that your school can spend more time following up on a smaller number of students.

Analyzing Data from Transition Surveys

Analysis, or breaking a whole into parts, is based on comparisons. There are four common types of analyses that can be used with the Transition Surveys.

- **Snapshot Analysis**
An analysis of the variation or distribution of responses on one survey at one administration
- **Longitudinal Analysis**
An analysis of survey responses across time for same item or topic
- **Multiple Variables Analysis**
An analysis of differences in responses within and across groups of respondents
- **Interaction Analysis**
An analysis of the relationships between responses

For more information on these analyses, please go to the AdvancED website (www.advanc-ed.org) and download a free copy of the *Guide to Analyzing AdvancED Survey Findings*.

Snapshot Analysis

A snapshot analysis examines data at one point in time. For instance, a snapshot might portray data from the Eighth Grade Exit Survey *or* data from the High School Exit Survey *or* from the High School Follow-up Survey.

A snapshot analysis only includes data from one point in time for one group. This data can be disaggregated, or broken down, into subgroups.

Survey Type	Year
Eighth Grade Exit Survey	8 th Grade Class of 2005-2006
High School Exit Survey	12 th Grade Class of 2005-2006
High School Follow-up Survey	12 th Grade Class of 2003-2004

Chart 7

Analyze each survey administration by:

- Disaggregation: gender, ethnicity, year entered, year attended, work while attending high school
- Disaggregation: match student ID codes to other student demographics from a student information database (e.g., student characteristics, special programs, academic schedules)
- Top and bottom ranked items on continuous scales (e.g., Value of My Education, High School Advice and Counseling)
- Frequency analysis of categorical items (e.g., Extra Help, After High School Plans)

Longitudinal Analysis

A longitudinal analysis is one that compares either the same group of individual students or the same group (grade level) over time.

As a means of determining whether or not there is a change, one strategy is to assess the same students over time. AdvancED Transition Surveys have an option for using ID codes for a particular respondent. This will allow a school to track students over different spans of time, for instance, 8th to 12th grade.

Chart 8 shows an illustration of several different longitudinal analyses.

Survey Type	2005-2006	2006-2007	2007-2008	2008-2009
Eighth Grade Exit Survey	8 th Grade Class of 2005-2006	8 th Grade Class of 2006-2007	8 th Grade Class of 2007-2008	8 th Grade Class of 2008-2009
High School Exit Survey	12 th Grade Class of 2005-2006	12 th Grade Class of 2006-2007	12 th Grade Class of 2007-2008	12 th Grade Class of 2008-2009
High School Follow-up Survey	12 th Grade Class of 2004-2005, 2003-2004, 2002-2003, 2001-2002, or Prior to 2001-2002	12 th Grade Class of 2005-2006, 2004-2005, 2003-2004, 2002-2003, or 2001-2002	12 th Grade Class of 2006-2007, 2005-2006, 2004-2005, 2003-2004, or 2002-2003	12 th Grade Class of 2007-2008, 2006-2007, 2005-2006, 2004-2005, or 2003-2004

Chart 8

Analyze each series of survey administrations by:

- Disaggregation: Compare demographics (e.g., gender, ethnicity, year entered, year attended, work while attending high school) across time
- Disaggregation: match the student ID codes to other student demographics from a student information database (e.g., student characteristics, special programs, academic schedules) across time
- Compare different survey administrations (i.e., different students) across time by different subgroups (e.g., gender, ethnicity)

- Analyze items with the greatest positive trend for each group or subgroup
- Analyze items with the greatest negative trend for each group or subgroup
- Analyze the items with no change from the first to the last administration of the survey for each group or subgroup

Multiple Variables Analysis

A feature of the AdvancED Transition Survey Series is the consistency of items across surveys. If your school or district begins administering an Eighth Grade Exit Survey and then continues to assess 8th graders each year, this is the beginning point for this type of analysis. As each 8th grade cohort reaches 12th grade and graduates or leaves school, there are an abundant number of analyses that would be made possible. Chart 9 shows an example of the group comparisons that would be available.

Survey Type	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Eighth Grade Exit Survey	8 th Grade Class of 2005-2006	8 th Grade Class of 2006-2007				
High School Exit Survey					Students of the 8 th Grade Class of 2005-2006 and HS Class of 2009-2010	Students of the 8 th Grade Class of 2006-2007 and HS Class of 2010-2011
High School Follow-up Survey						Students of the 8 th Grade Class of 2005-2006 and HS Class of 2005-2006

Chart 9

- Analyze the effects of 8th grade (access, opportunities, aspirations, and accomplishments) on 12th grade (access, opportunities, aspirations, and accomplishments) on post high school grade (access, opportunities, aspirations, and accomplishments).
- Analyze the effects of the High School Exit Survey with the Student Accomplishment on the High School Follow-up Survey for the same students, matched by student ID.

Interaction Analysis

Because the transition surveys measure a model of access, opportunity, aspirations, and accomplishment, they provide the basis for a number of interaction analyses. There should be great interest in the analysis of students who have not received full access or opportunity by examining the aspirations and accomplishments of these groups.

Examining demographic groups (such as male or female) in terms of their access, opportunities, aspirations and accomplishment is also an important analysis to determine impact of the school or district in a student's education. See charts below for illustrations of different interaction analysis for the Eighth Grade Exit Survey.

Survey Items					
Demographics		Access	Opportunities	Aspirations	Accomplishment
	Gender	Effect of Gender on Access	Effect of Gender on Opportunity	Effect of Gender on Aspirations	Effect of Gender on Accomplishment
	Ethnicity	Effect of Ethnicity on Access	Effect of Ethnicity on Opportunity	Effect of Ethnicity on Aspirations	Effect of Ethnicity on Accomplishment
	Grade Entered	Effect of Grade Entered on Access	Effect of Grade Entered on Opportunity	Effect of Grade Entered on Aspirations	Effect of Grade Entered on Accomplishment
	Year Attended	Effect of Year Attended on Access	Effect of Year Attended on Opportunity	Effect of Year Attended on Aspirations	Effect of Year Attended on Accomplishment
	Additional Disaggregation from an SIS on matched IDs	Effect of Additional Disaggregations on Access	Effect of Additional Disaggregations on Opportunity	Effect of Additional Disaggregations on Aspirations	Effect of Additional Disaggregations on Accomplishment

Chart 10

Analyze pairs of survey items:

- Disaggregation: gender, ethnicity, year entered, year attended
- Disaggregation: match the student ID field data from a student information system (SIS) for more disaggregation variables

Survey Items				
Student Accomplishments		Access	Opportunities	Aspirations
	Academic Skills	Effect of Academic Skills on Access	Effect of Academic Skills on Opportunities	Effect of Academic Skills on Aspirations
	Abilities	Effect of Abilities on Access	Effect of Abilities on Opportunities	Effect of Abilities on Aspirations
	Work Status	Effect of Work Status on Access	Effect of Work Status on Opportunities	Effect of Work Status on Aspirations
	Academic Degrees	Effect of Academic Degrees on Access	Effect of Academic Degrees on Opportunities	Effect of Academic Degrees on Aspirations
	Grades	Effect of Grades on Access	Effect of Grades on Opportunities	Effect of Grades on Aspirations

Chart 11

Analyze pairs of survey items:

- Disaggregation: Academic Skills, Abilities, and Grades
- Disaggregation: using the student ID field match data from a student information system (SIS) for more disaggregation variables

Appendix A

Sampling Methods

Random: *Simple Random Sampling*

Every member of the population has an equal and independent chance to be selected for the sample. A random number table or putting numbers in a jar, shaking them up and picking out numbers are two ways to create a random sample.

Example: Sample 100 students from the Student Directory by numbering each student's name and using a random number table to select them.

Random: *Stratified Random Sampling*

Individuals in certain subgroups, or strata, are selected for the sample in the same proportion, as they exist in the population. Randomly choose a sample that contains the same distribution of respondents as exists in the population.

Example: Participants in a technology innovation were 80% males and 20% females. Randomly sample 100 students with 80% of the individuals being males, and 20% females.

Random: *Cluster Random Sampling*

Rather than using the population as the basis for sampling, smaller groups or clusters of respondents are sampled.

Example: At a specified hour in the school's schedule, classes are randomly selected to receive a survey. Classes may be listed in any order and numbered. A table of random numbers can then be applied to select the classes.

Random: *Two-stage Random Sampling*

This approach combines cluster random sampling with individual random sampling.

Example: Randomly sample twenty 8th grade classrooms in the district. Then use a simple random sampling procedure to select 100 students to participate in the sample.

Non-Random: *Systematic Sampling*

In this sampling approach, every "nth" individual in the population list is selected into the sample. To avoid bias, one might put the numbers 1 to 10 into a hat and draw a number out which will be the number that begins the sample.

Example: Arrange students' names alphabetically. Then, beginning with any of the first five names as the first student in the sample, take every fifth name following the first one selected. This will produce a 20% sample that should include all constituencies proportionally.

Non-Random: *Convenience Sampling*

A convenience sample is a group of 12th grade students who are conveniently available for study. This will most likely create a biased sample, which cannot be considered representative of any population.

Example: Administer a High School Exit Survey during a study hall in the school.

Non-Random: *Purposive Sampling*

In this case, the survey administrator chooses the sample by using their knowledge of the population. The administrator believes that they can choose an adequate sample to represent the population.

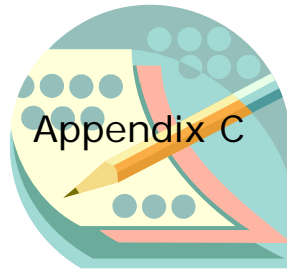
Example: Choose 12th grade students who were invited to be on the principal's Advisory Committee.

Appendix B

Sample Demographic Statements Using the “A and B” lines
(Bottom left portion of the paper-based Transition Survey)

For School Use Only – Do not mark unless told to do so																																																														
A ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨																																																														
B ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨																																																														
Transition Survey Series Sample																																																														
Survey Type	Line	Demographic Statement	Line	Demographic Statement																																																										
8th Grade Students	A	In addition to siblings, I live with: 0 – Parents 1 – Parent and a Step Parent 2 – Parent and Grandparent 3 – Parent and another Relative 4 – Other	B	How many siblings do you have? 0 – None 1 – One 2 – Two 3 – Three 4 – Four or more																																																										
	Large districts: use the “A and B” line to designate schools within a district. This enables the computer to sort your data by individual schools. This is helpful if you plan to ask for disaggregated reports by schools.																																																													
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #008000; color: white;"> <th style="width: 5%;">A and B</th> <th style="width: 5%;">School Name</th> <th style="width: 5%;">A and B</th> <th style="width: 5%;">School Name</th> </tr> </thead> <tbody> <tr><td>0</td><td>0</td><td>Apple Valley</td><td>0</td><td>9</td><td>Jackson</td></tr> <tr><td>0</td><td>1</td><td>Berkshire</td><td>1</td><td>0</td><td>Kendall</td></tr> <tr><td>0</td><td>2</td><td>Cooper</td><td>1</td><td>1</td><td>Lakeview</td></tr> <tr><td>0</td><td>3</td><td>Downers Grove</td><td>1</td><td>2</td><td>Mulberry</td></tr> <tr><td>0</td><td>4</td><td>Everett</td><td>1</td><td>3</td><td>North Side</td></tr> <tr><td>0</td><td>5</td><td>Forest View</td><td>1</td><td>4</td><td>Oak Meadow</td></tr> <tr><td>0</td><td>6</td><td>Garfield</td><td>1</td><td>5</td><td>Pine Grove</td></tr> <tr><td>0</td><td>7</td><td>Happy Valley</td><td>1</td><td>6</td><td>Riverwoods</td></tr> <tr><td>0</td><td>8</td><td>Island Lake</td><td>1</td><td>7</td><td>Washington</td></tr> </tbody> </table>					A and B	School Name	A and B	School Name	0	0	Apple Valley	0	9	Jackson	0	1	Berkshire	1	0	Kendall	0	2	Cooper	1	1	Lakeview	0	3	Downers Grove	1	2	Mulberry	0	4	Everett	1	3	North Side	0	5	Forest View	1	4	Oak Meadow	0	6	Garfield	1	5	Pine Grove	0	7	Happy Valley	1	6	Riverwoods	0	8	Island Lake	1	7
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0	8	Island Lake	1	7	Washington																																																									
12 th Grade Students	A	What is the highest level of math that you completed in high school? 0 – Algebra 2 1 – Geometry 2 – Trigonometry 3 – Calculus 4 – Business Math 5 – Basic required math only	B	To the best of your knowledge, what is the income level of your parents or household? 0 – under \$25,000 1 – \$25,000 to less than \$50,000 2 – \$50,000 to less than \$75,000 3 – \$75,000 to less than \$100,000 4 – \$100,000 or more 5 – Don’t know																																																										
Alumni	A	My current home is located: (select only one) 0 – In the same area that I attended high school 1 – In the same state as my last high school 2 – In another state 3 – In another country																																																												

Chart 12



Sample Cover Letter Paper-based Transition Surveys

Dear *(Student)*:

(Name of your school) would like to request your assistance with an important study of the opinions of students about their school experiences. The goal of this study is to improve the quality of our educational program and services. We would like you to complete the enclosed survey.

Your opinions concerning the issues contained in the survey are of vital importance to us. We plan to utilize the results of the survey to help guide our ongoing school improvement planning process. It is important to us to make sure that the decisions we make about school improvement take into account the perspectives and opinions of our students. The responses we receive from the survey will be maintained on a confidential basis. You do not need to sign your name or identify yourself in any way. A summary of the results of the survey will be provided to you in an upcoming issue of our school newsletter and will be posted on our website.

The survey can be completed in approximately 15 to 20 minutes [add more time for additional items]. You will need to use a #2 pencil. Do not use a pen. Please be sure to respond to each item and to fully blacken in the oval. If you do not know or if you believe the statement does not apply to your school, simply mark the Not Applicable response.

Note: for those schools using additional items you may wish to include the following paragraph(s) in your cover letter:

We have also included a set of additional questions. These items and response categories are on a separate sheet. You may record your responses to these items in the circles on the answer sheet entitled "Additional School-specific Items."

In addition, we have included a few open-ended questions; please write your responses to these questions on the scan sheet. If you need additional space, attach a separate piece of paper.

Kindly complete the survey and use the enclosed self-addressed, stamped envelope to return the survey by *(date)*. Please do not staple or punch holes in the surveys as they are machine scored. This will help us achieve the most accurate report of the results of the survey.

Once again, on behalf of *(name of school)*, I would like to express our appreciation for your taking time to respond to this survey. We look forward to receiving your responses.

Sincerely,

School Administrator
Title



Sample e-mail Announcement Web-based Transition Surveys

The following letter is the default announcement that is included with the web-based surveys. It is included for your convenience and may be modified to fit your specific needs. Some things to keep in mind are the insertion of the < > characters. This means that those fields are automatically pulled from the information attached to your survey administration. For example, <start date> and <stop date> will be filled in from the date you have selected as your survey start and stop date.

The <access code> will be unique random letters inserted into each announcement. The fields of name, title, and school are changeable fields, but will default to the information given to AdvancED at time of purchase of the web-based surveys.

Important: Do not delete or change any information contained within < > characters.

Dear <respondent name>,

Thank you for agreeing to participate in your high school's long-term educational study. Together <school> and AdvancED are working to provide your educational community with information about the effects of the local high school education on its students.

In order to complete your survey, please go to: <http://www.advanc-ed.org/surveys> and enter <access code> to begin taking the survey.

If the above link is not active, please copy and paste it into your browser's address window. The survey start date is <start date> and the end date is <stop date>.

We appreciate your time and efforts to complete the survey in its entirety. Please respond to the survey with your candid opinions. We thank you for sharing your opinions with us.

If you need technical assistance to complete this survey, please e-mail AdvancED at surveys@nsse.org or call 1-800-843-6773, Monday–Friday 8:30 a.m.–5:00 p.m., Central Time.

Thank you,

<name>

<title>

<phone> or <email>

Appendix E

Troubleshooting Tips for ADMINISTRATORS		
➡ Please download and read the “Quick Start Guide” from the Login Screen ➡		
STEPS	PROBLEM	SOLUTION
Logging In	The admin login screen does not display	Go to your browser’s settings (under Tools); delete all cookies and temporary files. Check the URL—it should be: http://web.nsse.org/nsse-surveys/src/nsse_surveys.php
	An administrator cannot log in	Check the user name and password to make sure they are lower case. Extra spaces can also cause problems. If your survey administrator information is wrong, contact AdvancED at 1-800-843-6773.
Reviewing Your Info	Multiple administrations have been started	To see a survey, click on the word “ preview ” next to the survey title. DO NOT click on the survey title—this will result in opening multiple administrations. If this happens, delete an unused administration by closing it (providing there is no data entered). Check your survey log to see if you have accidentally started multiple administrations of the same survey.
1. Setup	Directions not read carefully (call AdvancED for all District administrations)	This is where you enter your additional items (if you choose to do this) and edit survey instructions.
2. Preview the Survey	“Preview the survey” does not show	Disable any “pop-up” blocker software. Make sure Adobe software is loaded on computer.
3. Administer the Survey	Date does not enter	Click on “Update.” Be sure to use the required format—mm/dd/yyyy.
4. Distribute Survey Access Codes	Announcement letter doesn’t format correctly	Use the enter or return key to space down appropriately. Click Update. Caution: <i>Information contained between the < and > is merged from information in your database. Deleting < > will lose this information, including the unique access code and start and stop dates.</i>
	Names or e-mail addresses imported with strange characters	A different type of file format (such as Excel) was imported. Immediately delete the incorrect names/e-mail addresses. Be sure to save your Excel® file as a single column in a text (tab-delimited) file and re-import.
	Access codes are not exported correctly	You may not be able to see the browser window. At the Explorer tool bar, click on windows to display other open windows. Be sure to right click on the export link and choose Save Target in a place you will remember on your computer.
5. Review Survey Administration	Survey needs to be reopened	If the survey has been accidentally closed and needs to be reopened, and if there are no retired access codes, call AdvancED.
6. Print Analysis Reports	Reports do not generate	Be sure any pop-up blocking software has been disabled and that you have Adobe Acrobat Reader® or Standard® on your computer.
If you need further technical assistance with Steps 1-6, please call AdvancED at 1-800-843-6773		

Chart 13

Appendix F

Troubleshooting Tips for RESPONDENTS																																			
STEPS	PROBLEM	SOLUTION																																	
Accessing Survey	Link in the e-mail doesn't work	<p>If the e-mail link is not active, copy the entire link and paste it into the browser's address bar at the top of the screen.</p> <p>If link is active, but doesn't go to the correct login page, the link is wrapping in the e-mail. Copy the entire link and paste it in the browser's address bar at the top of the screen.</p>																																	
	Access code doesn't work	<p>If the access code is not valid, retype the access code—remember to use the hyphen.</p> <p>If the access code says that survey is stopped or closed, contact the survey administrator at the school.</p>																																	
	Respondent is on the wrong login screen	<p>If the screen is asking for a username and password, you are at the Survey Administrator's login screen—not the respondent access screen. Go to http://www.nsse.org/surveys to log in.</p> <p>If you are returned to the admin login screen, delete Cookies from the Internet options of your browser following the sequence that applies to your computer:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="2" style="padding: 5px;">Internet Explorer</th> <th colspan="2" style="padding: 5px;">Netscape</th> </tr> </thead> <tbody> <tr> <td style="width: 5%; text-align: center;">1.</td> <td style="padding: 5px;">Tools</td> <td style="width: 5%; text-align: center;">1.</td> <td style="padding: 5px;">Options</td> </tr> <tr> <td style="text-align: center;">2.</td> <td style="padding: 5px;">Internet Options</td> <td style="text-align: center;">2.</td> <td style="padding: 5px;">Privacy</td> </tr> <tr> <td style="text-align: center;">3.</td> <td style="padding: 5px;">General</td> <td style="text-align: center;">3.</td> <td style="padding: 5px;">Cookies</td> </tr> <tr> <td style="text-align: center;">4.</td> <td style="padding: 5px;">Browser History</td> <td style="text-align: center;">4.</td> <td style="padding: 5px;">Clear</td> </tr> <tr> <td style="text-align: center;">5.</td> <td style="padding: 5px;">Delete Cookies</td> <td style="text-align: center;">5.</td> <td style="padding: 5px;">Remove All Cookies (or remove AdvancED cookies)</td> </tr> <tr> <td style="text-align: center;">6.</td> <td style="padding: 5px;">Yes</td> <td style="text-align: center;">6.</td> <td style="padding: 5px;">OK</td> </tr> <tr> <td style="text-align: center;">7.</td> <td style="padding: 5px;">OK</td> <td></td> <td></td> </tr> </tbody> </table>		Internet Explorer		Netscape		1.	Tools	1.	Options	2.	Internet Options	2.	Privacy	3.	General	3.	Cookies	4.	Browser History	4.	Clear	5.	Delete Cookies	5.	Remove All Cookies (or remove AdvancED cookies)	6.	Yes	6.	OK	7.	OK		
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2.	Internet Options	2.	Privacy																																
3.	General	3.	Cookies																																
4.	Browser History	4.	Clear																																
5.	Delete Cookies	5.	Remove All Cookies (or remove AdvancED cookies)																																
6.	Yes	6.	OK																																
7.	OK																																		
Completing the Survey	Respondent is returned to login when "continue" is clicked	<p>If you are returned to the login screen, enable Cookies in the Internet options of your browser following the sequence that applies to your computer:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="2" style="padding: 5px;">Internet Explorer</th> <th colspan="2" style="padding: 5px;">Netscape</th> </tr> </thead> <tbody> <tr> <td style="width: 5%; text-align: center;">1.</td> <td style="padding: 5px;">Tools</td> <td style="width: 5%; text-align: center;">1.</td> <td style="padding: 5px;">Tools</td> </tr> <tr> <td style="text-align: center;">2.</td> <td style="padding: 5px;">Internet Options</td> <td style="text-align: center;">2.</td> <td style="padding: 5px;">Options</td> </tr> <tr> <td style="text-align: center;">3.</td> <td style="padding: 5px;">Privacy</td> <td style="text-align: center;">3.</td> <td style="padding: 5px;">Security and Privacy</td> </tr> <tr> <td style="text-align: center;">4.</td> <td style="padding: 5px;">Accept all Cookies</td> <td style="text-align: center;">4.</td> <td style="padding: 5px;">Site Controls</td> </tr> <tr> <td style="text-align: center;">5.</td> <td style="padding: 5px;">Apply</td> <td style="text-align: center;">5.</td> <td style="padding: 5px;">Allow Cookies</td> </tr> <tr> <td style="text-align: center;">6.</td> <td style="padding: 5px;">OK</td> <td style="text-align: center;">6.</td> <td style="padding: 5px;">OK</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">7.</td> <td style="padding: 5px;">After taking survey, reset to desired security level</td> </tr> </tbody> </table>		Internet Explorer		Netscape		1.	Tools	1.	Tools	2.	Internet Options	2.	Options	3.	Privacy	3.	Security and Privacy	4.	Accept all Cookies	4.	Site Controls	5.	Apply	5.	Allow Cookies	6.	OK	6.	OK			7.	After taking survey, reset to desired security level
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Error Messages		<p>Do not use back or forward buttons of web browser—you will get the message "Error web page has expired."</p> <p>If you receive "An error has occurred" message, contact AdvancED right away. Please include the access code, survey title, school name, and time when the error screen displayed.</p>																																	

Chart 14