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Utilization of Assessment Strategies by Basic Educational System in the Private Schools

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ABSTRACT

Classroom assessment is an integral part of curriculum implementation that enables teachers to track learners' progress, provide feedback, and adjust instruction. This study determined the extent to which English teachers in the basic education departments of private schools utilized classroom assessment strategies and whether their utilization differed according to profile variables. A descriptive survey design was employed with 45 English teachers from ten secondary and two elementary private Catholic schools in Kalinga-Apayao, Philippines. Data were gathered using the 35-item Classroom Assessment Preferences Survey Questionnaire for Language Teachers (CAPSQ-LT), rated on a four-point frequency scale, and were analyzed using frequency, percentage, weighted mean, analysis of variance with Scheffé's test, and the t-test at the .05 level of significance. The respondents were mostly 21 to 35 years old, female, bachelor's degree holders, secondary school teachers, and handled classes of 36 or more students. The teachers always utilized assessment strategies (overall WM = 3.53), most notably providing students opportunities in class (WM = 3.76), helping students improve their learning process and class performance (WM = 3.73), and exploring effective classroom teaching methods and strategies (WM = 3.71); ranking students to inform school officials was the least utilized strategy (WM = 3.18, very frequently/occasionally). Significant differences in utilization were reported according to age, sex, educational attainment, years of teaching, and teaching assignment, with higher means among older teachers, male teachers, teachers with graduate degrees, teachers with four or more years of experience, and high school teachers, whereas no significant difference was found according to number of students. The findings indicate that classroom assessment is consistently practiced across the private school system and suggest a continuing need for training on assessment strategies, particularly for newly hired teachers, and for transparent communication of assessment information to learners and stakeholders.

Keywords: *classroom assessment, assessment strategies, assessment for learning, English teachers, private schools, basic education*

INTRODUCTION

Classroom assessment is the day-to-day, often informal, process of exploring students' understanding (Council for Curriculum, Examinations and Assessment [CCEA], 2018). It encompasses the wide variety of methods teachers use to evaluate students' comprehension, learning needs, and academic progress during a lesson, unit, or course, and it helps teachers identify concepts students struggle to understand, skills they have difficulty acquiring, and standards they have not yet achieved so that lessons, instructional techniques, and academic support can be adjusted (Glossary of Education Reform, 2014). Assessment is therefore an integral part of effective teaching that enables teachers to decide how best to support learners during instruction (Dodge, 2018) and

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provides guidance and feedback for subsequent teaching and learning (Cambridge Assessment International Education, 2017).

In the Philippines, the Department of Education has defined classroom assessment as an integral part of curriculum implementation that allows teachers to track and measure learners' progress, adjust instruction accordingly, and inform learners, parents, and guardians of learners' progress (Department of Education [DepEd], 2012, 2015). Beyond traditional quizzes, tests, and essays, many teachers have adopted alternative, self-, and peer-assessment practices that better match instructional content and actively involve students. The quality of these practices depends on teachers' familiarity with assessment tools, principles, and procedures, and on their skill in designing instruments, developing rubrics, analyzing results, and using results for instructional decisions.

These concerns are particularly relevant to the private Catholic schools of the Apostolic Vicariate of Tabuk in Kalinga-Apayao, whose learners come from diverse and often distant communities and differ in age, capacity, and ways of interpreting instructions and receiving information. Teachers in these schools are expected to select assessment strategies appropriate to such learners. While assessment preferences of language teachers have been studied in other contexts (Gonzales & Aliponga, 2011), little is known about how frequently English teachers in private basic education schools in this region utilize classroom assessment strategies and whether their utilization varies with their personal and professional characteristics.

This study therefore determined (1) the profile of the respondents in terms of age, sex, educational attainment, years of teaching, teaching assignment, and number of students; (2) the extent of utilization of assessment strategies by English teachers in the basic education departments of private schools; and (3) whether there is a significant difference in their utilization of assessment strategies when grouped according to profile variables. It tested the null hypothesis that there is no significant difference in the extent of utilization of assessment strategies when teachers are grouped according to profile variables. The findings are intended to extend understanding of classroom assessment practices in English teaching, to help teachers present and employ assessment strategies, to support school leaders in planning teacher training, and to serve as a reference for future researchers.

Literature Review

The Concept and Purposes of Classroom Assessment

Assessment, evaluation, measurement, and testing are closely related terms that are sometimes used interchangeably to describe the gathering of information on student learning. Bachman (2004) observed that the term assessment has been used in so many different ways in language testing and educational measurement that there is no clear consensus on its precise meaning, while measurement refers to the process of assigning quantified values to attributes of students' performance. In this study, assessment refers to the part of the educational process in which teachers appraise students' achievement by collecting, analyzing, and interpreting relevant information about their performance in relation to curricular objectives, using procedures that are systematic and grounded in clear criteria.

Assessment shapes how and what students learn. Gibbs and Simpson (2004) identified conditions under which assessment supports students' learning, emphasizing that assessment tasks influence the quantity and quality of student effort and that feedback must be timely, understandable, and acted upon. Classroom assessment also gives learners feedback on their strengths and weaknesses and offers insight into how they might improve, while enabling teachers to examine how well learners have understood concepts and to appraise their own instructional effectiveness (Cambridge Assessment International Education, 2017; Dodge, 2018).

Policy frameworks in the Philippines reflect these purposes. DepEd's guidelines on classroom assessment for the K to 12 Basic Education Program distinguish formative assessment, used to monitor learning and adjust instruction, from summative assessment, used to measure and report learners' attainment of learning standards under DepEd Order No. 8, s. 2015 (DepEd, 2015). Both forms are expected to be used in the classroom, which makes teachers' capacity to select and apply varied assessment strategies central to curriculum implementation.

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Assessment for, as, and of Learning

Contemporary classroom assessment has been influenced by constructivist views of learning. Shepard (2000) argued that in a learning culture, classroom assessment should be integrated with instruction, use authentic tasks, address learning processes as well as outcomes, and be used formatively to support student learning. This perspective has given rise to the distinction among assessment for learning, assessment as learning, and assessment of learning (Earl, 2003, 2013; Earl & Katz, 2006).

Assessment as learning engages students as active, critical assessors who make sense of information, relate it to prior knowledge, monitor their progress, and use self- and peer-assessment to improve (Earl, 2003; Earl & Katz, 2006). Teachers support this by discussing learning outcomes with students, co-constructing criteria, providing feedback and guiding questions, and helping students set learning goals. Assessment for learning is interactive and differs from assessment designed for accountability, ranking, or certification (Black et al., 2004). Stiggins (2002) explained that when teachers assess for learning, they use the continuous flow of information about learners to advance learning rather than merely to check on it, translate results into descriptive feedback, and involve learners in regular self-assessment so that they can see their own growth.

Assessment of learning, by contrast, is summative: it examines what students have learned at the end of a lesson, unit, or program and provides accurate statements of proficiency so that recipients can make defensible decisions (Earl, 2013; Earl & Katz, 2006). Teachers' assessment preferences may combine these purposes. In a study using the same instrument employed here, Gonzales and Aliponga (2011) found that language teachers in the Philippines and Japan most preferred assessment as learning and least preferred assessing to inform others, and that preferences differed by teaching context and class size but not by gender or years of teaching.

Teachers' Assessment Practices and Challenges

Formative assessment has been widely promoted as a means of improving learning. The OECD (2005) documented how formative assessment practices in secondary classrooms supported student achievement and equity, and Torres (2019) argued for greater use of formative over summative assessment in EFL and ESL classrooms. Students also value formative assessment when it provides useful feedback (McCallum & Milner, 2021), and students who adopt deep approaches to learning prefer assessment procedures that allow them to demonstrate understanding (Entwistle & Tait, 1990). Segers et al. (2003) likewise emphasized that new modes of assessment should be integrated with instruction.

Implementing these practices, however, poses challenges. Lumadi (2013) described difficulties teachers face in classroom assessment, including large classes, workload, and limited assessment expertise, and Khairani and Quyen (2017) identified challenges in implementing formative assessment across Asian contexts, such as examination-oriented systems, large class sizes, and limited teacher training, and called for professional development programs. Collaborative approaches can help: Yin and Buck (2015) showed how formative assessment was integrated into a Chinese high school chemistry classroom through collaborative action research.

In language education, research has highlighted the link between assessment and learning and the importance of teachers' assessment literacy. Alderson et al. (2017) argued for bridging assessment and learning in second and foreign language contexts, while Baird et al. (2017) noted that assessment and learning theories have developed largely as separate fields. Vogt et al. (2020) linked learners' perspectives on language assessment practices to the enhancement of teachers' assessment literacy across four European countries. These studies suggest that teachers' backgrounds, training, and teaching conditions may shape how they utilize assessment strategies, which the present study examined among English teachers in private schools.

Conceptual Framework

The study was anchored on the concept of classroom assessment as a means of measuring students' knowledge and performance and supporting their learning, encompassing assessment for, as, and of learning (Earl, 2003; Stiggins, 2002). Figure 1 presents the paradigm of the study. The independent variables were the respondents' profile, comprising age, sex, educational attainment, years of teaching, teaching assignment, and

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number of students, and the classroom assessment strategies covered by the instrument. The dependent variable was the extent of utilization of assessment strategies by English teachers in the basic education departments of the private schools.

The paradigm assumes that teachers' personal and professional characteristics may be associated with differences in how frequently they utilize classroom assessment strategies. Determining these differences can inform school leaders about which groups of teachers may need further support in implementing assessment practices.

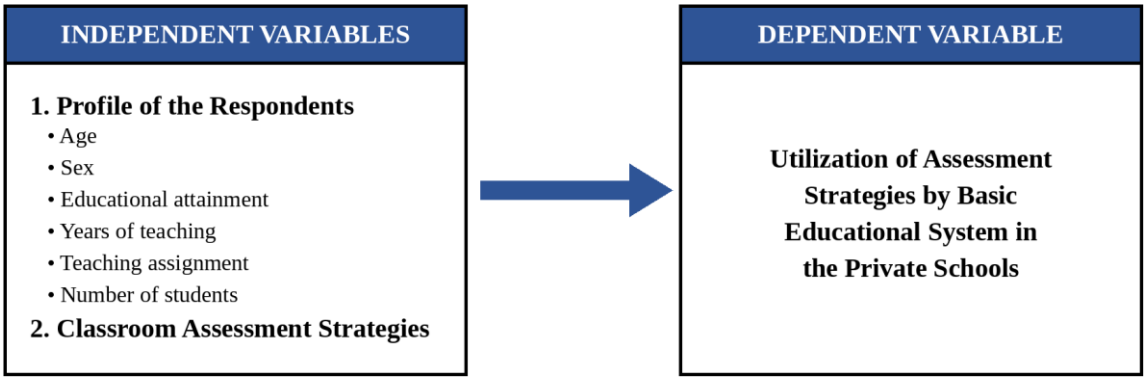


Figure 1. *Paradigm of the Study*

METHODS

Research Design

The study used a descriptive survey research design to determine the extent of utilization of assessment strategies by English teachers in the basic education departments of private schools and to compare utilization across groups of teachers formed according to profile variables.

Research Locale

The study was conducted in the basic education departments of private Catholic schools under the Apostolic Vicariate of Tabuk Catholic Schools System in Kalinga-Apayao, Philippines, comprising ten secondary schools and two elementary schools. Learners in these schools come from different communities, including far-flung areas outside the city.

Participants and Sampling Technique

The respondents were 45 English teachers from the participating schools, of whom 36 taught at the secondary level and 9 at the elementary level. [The sampling technique used to select the respondents should be specified here.] Table 1 presents the respondents' profile.

Research Instrument

Data were gathered using the Classroom Assessment Preferences Survey Questionnaire for Language Teachers (CAPSQ-LT) developed by Gonzales and Aliponga (2011), an open-access instrument used with the developer's permission. Part I gathered the respondents' background information, and Part II contained 35 statements beginning with "In my teaching practice, I use assessment to," covering assessment as learning, assessment of learning, assessment for learning, assessment for instruction, and assessing to inform. In its original validation, the instrument showed a total reliability of .964 (Gonzales & Aliponga, 2011). The original five-point

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frequency scale was adapted into a four-point scale: 4, always (3.25–4.00); 3, very frequently/occasionally (2.50–3.24); 2, rarely (1.25–2.49); and 1, very rarely or never (1.00–1.24). The questionnaire was reviewed and validated by the research adviser before administration.

Data Gathering Procedure

After the questionnaire was checked, edited, and validated by the adviser, the researcher sought approval from the director of the Apostolic Vicariate of Tabuk Catholic Schools System and from the school directors and principals. Upon approval, the questionnaire was distributed to the respondents, retrieved, and submitted to a statistician for treatment and interpretation of the data.

Data Analysis

Frequency and percentage were used to describe the respondents' profile, and the weighted mean was used to determine the extent of utilization of assessment strategies. Analysis of variance (F-test) was used to determine significant differences in utilization among three or more profile groups, followed by Scheffé's test when the null hypothesis was rejected, and the t-test was used for two-group comparisons. The comparisons were computed on the 35 item-level weighted means of each profile group, which yielded 102 and 136 degrees of freedom for three- and four-group ANOVAs and 68 degrees of freedom for t-tests. All tests were conducted at the .05 level of significance.

Ethical Considerations

Permission to conduct the study was obtained from the school system's director and from the school directors and principals. Respondents received an informed consent letter explaining the purpose of the study, and their participation was voluntary. Responses were anonymous, and the privacy and confidentiality of the respondents and their information were maintained throughout the study. The researcher ensured that no participant was harmed in the conduct of the research.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1. *Profile of the Respondents (N = 45)*

Profile Variable and Category	Frequency	Percentage
Age		
21–35 years	36	80.00
36–50 years	7	15.56
51 years and above	2	4.44
Sex		
Male	13	28.89
Female	32	71.11
Educational attainment		
Bachelor's degree	39	86.67
Master's degree	6	11.11
Doctorate degree	1	2.22
Years of teaching		
Less than one year	8	17.78
1–3 years	19	42.22
4–6 years	8	17.78
More than 6 years	10	22.22

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Profile Variable and Category	Frequency	Percentage
Teaching assignment		
Elementary	9	20.00
High school	36	80.00
Number of students		
Less than 20	0	0.00
21–35	5	11.11
36 and above	40	88.89

Note. The highlighted frequency was reported as 6; a frequency of 5 corresponds to the reported 11.11% and to a total of 45.

As shown in Table 1, most respondents were aged 21 to 35 years (80.00%), female (71.11%), and holders of a bachelor's degree (86.67%). The largest group had one to three years of teaching experience (42.22%), followed by those with more than six years (22.22%); 17.78% had taught for less than a year. Most taught at the secondary level (80.00%) and handled classes of 36 or more students (88.89%). The profile indicates a relatively young English teaching workforce, with a substantial proportion of teachers in the early years of their careers, teaching in large classes.

Large class sizes have been identified as a challenge to implementing classroom assessment, particularly formative practices that require individualized feedback (Khairani & Quyen, 2017; Lumadi, 2013). The predominance of early-career teachers also suggests the importance of assessment training, given that teachers' assessment literacy influences the quality of their assessment practices (Vogt et al., 2020).

Extent of Utilization of Assessment Strategies

Table 2. *Extent of Utilization of Assessment Strategies (N = 45)*

In my teaching practice, I use assessment to:	WM	D
1. Provide students opportunities in class.	3.76	A
2. Create an environment where it is helpful for students to complete an assigned task.	3.64	A
3. Help students develop clear criteria of a good learning practice.	3.64	A
4. Guide students to set their goals and monitor their own learning progress.	3.64	A
5. Assist students to identify means of getting personal feedback.	3.29	A
6. Demonstrate to students how to do self-assessment.	3.31	A
7. Set the criteria for students to assess their own performance in class.	3.51	A
8. Determine how students can learn on their own in class.	3.56	A
9. Provide examples of good self-assessment practice for students to examine their own learning process.	3.49	A
10. Allow students to perform task-based activities more than paper-and-pencil tests.	3.36	A
11. Learn alternative approaches to assess learning outcomes.	3.33	A
12. Measure extent of learning at the end of a lesson or subject.	3.27	A
13. Evaluate the level of competence of students at the end of an instructional program.	3.64	A
14. Improve instruction for the next teaching term or school year.	3.67	A
15. Determine the degree of accomplishment of a desired learning outcome at the end of a lesson.	3.51	A
16. Assess the quality of student learning in a class at the end of an instruction.	3.58	A
17. Make final decision about the level of learning that students achieved at the end of a lesson or subject.	3.42	A
18. Allow students to discover their learning difficulties in class.	3.58	A
19. Provide feedback to students in order to improve their process.	3.64	A
20. Help students to improve their learning process and class performance.	3.73	A
21. Assist students to determine their learning strengths in class.	3.56	A
22. Make suggestions to students about how they develop better learning strategies.	3.47	A

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In my teaching practice, I use assessment to:	WM	D
23. Provide specific information to students about their strengths and weaknesses in class.	3.47	A
24. Perform classroom observations to determine how students' learning can be improved.	3.53	A
25. Enhance quality of classroom instruction.	3.62	A
26. Explore effective classroom teaching methods and strategies.	3.71	A
27. Diagnose areas for improvement of instructional activities.	3.58	A
28. Identify better learning opportunities for students in class.	3.64	A
29. Continuously collect learning data from students to improve instructional process.	3.40	A
30. Create effective teaching approaches and strategies for my class.	3.67	A
31. Rank students based on their class performance to inform other school officials.	3.18	VF/O
32. Provide information to parents about the performance of their children in school.	3.47	A
33. Have an accurate basis to show the achievement of students in class.	3.62	A
34. Examine how one student performs relative to others in class.	3.58	A
35. Supply information to other teachers, schools, employers regarding students' performance in class.	3.64	A
Overall weighted mean	3.53	A

Note. WM = weighted mean; D = description. 3.25–4.00, always (A); 2.50–3.24, very frequently/occasionally (VF/O); 1.25–2.49, rarely (R); 1.00–1.24, very rarely or never (VR/N).

Table 2 shows that the English teachers always utilized assessment strategies, with an overall weighted mean of 3.53. Thirty-four of the 35 strategies were rated always. The most utilized strategies were providing students opportunities in class (WM = 3.76), helping students improve their learning process and class performance (WM = 3.73), and exploring effective classroom teaching methods and strategies (WM = 3.71). The least utilized strategies rated always were assisting students to identify means of getting personal feedback (WM = 3.29) and measuring the extent of learning at the end of a lesson or subject (WM = 3.27). Ranking students based on class performance to inform other school officials was the only strategy utilized very frequently or occasionally (WM = 3.18).

These results indicate that the teachers consistently used assessment to monitor and respond to their students' needs and regarded assessment as an integral part of instruction (Segers et al., 2003). The prominence of strategies that create learning opportunities, improve learning processes, and inform teaching methods reflects assessment for learning, in which teachers use the continuous flow of information about learners to advance learning (Stiggins, 2002) rather than to rank or certify students (Black et al., 2004). The lower utilization of ranking students to inform school officials mirrors Gonzales and Aliponga's (2011) finding that language teachers least preferred assessing to inform others. The relatively lower rating for helping students identify means of getting personal feedback suggests room to strengthen feedback practices, which are central to assessment as learning (Earl, 2003; Earl & Katz, 2006) and are valued by students who adopt deeper approaches to learning (Entwistle & Tait, 1990; McCallum & Milner, 2021).

Differences in Utilization According to Profile Variables

Table 3 summarizes the comparisons of utilization according to profile variables, and Table 4 presents the Scheffé post hoc comparisons for age, educational attainment, and years of teaching.

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Table 3. *Comparison of Utilization of Assessment Strategies According to Profile Variables*

Profile Variable and Group	WM	Rank	Test Statistic (df)	Critical Value	Decision
Age					
21–35 years	3.31	3	F = 39.74 (2, 102)	3.085	Reject H_0
36–50 years	3.43	2			
51 years and above	3.84	1			
Sex					
Male	3.58	1	t = 2.559 (68)	1.995	Reject H_0
Female	3.48	2			
Educational attainment					
Bachelor's degree	3.25	3	F = 5.99 (2, 102)	3.085	Reject H_0
Master's degree	3.58	2			
Doctorate degree	3.74	1			
Years of teaching					
Less than one year	2.99	4	F = 140.64 (3, 136)	2.671	Reject H_0
1–3 years	3.51	3			
4–6 years	3.85	1			
More than 6 years	3.77	2			
Teaching assignment					
Elementary	3.46	2	t = 2.685 (68)	1.995	Reject H_0
High school	3.59	1			
Number of students					
21–35	3.57	1	t = 1.917 (68)	1.995	Do not reject H_0
36 and above	3.48	2			

Note. All group means were interpreted as always except less than one year of teaching (very frequently/occasionally). Degrees of freedom reflect comparisons of the 35 item-level means per group. The highlighted F-ratio is as reported; the reported sums of squares (3.976 between, 10.312 within) correspond to F ≈ 19.7. Significance was evaluated at $\alpha = .05$.

Table 4. Summary of Scheffé's Test on Utilization of Assessment Strategies by Age, Educational Attainment, and Years of Teaching

Groups Compared	F′	Critical F′ (.05)	Interpretation
Age			
21–35 vs. 36–50	3.619	6.17	Not significant
21–35 vs. 51 and above	70.613	6.17	Significant
36–50 vs. 51 and above	42.25	6.17	Significant
Educational attainment			
Bachelors vs. master's degree	37.28	6.17	Significant
Bachelors vs. doctorate degree	85.69	6.17	Significant
Masters vs. doctorate degree	9.93	6.17	Significant
Years of teaching			
Less than 1 year vs. 1–3 years	125.36	8.02	Significant
Less than 1 year vs. 4–6 years	342.88	8.02	Significant
Less than 1 year vs. more than 6 years	282.06	8.02	Significant
1–3 years vs. 4–6 years	53.59	8.02	Significant
1–3 years vs. more than 6 years	31.34	8.02	Significant
4–6 years vs. more than 6 years	2.97	8.02	Not significant

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Note. Critical F′ = (k − 1) × critical F, where k is the number of groups.

Age

Teachers aged 51 and above obtained the highest weighted mean (3.84), followed by those aged 36 to 50 (3.43) and 21 to 35 (3.31). The ANOVA yielded a significant F-ratio (F = 39.74, critical F = 3.085), and Scheffé's test located the differences between the 51-and-above group and each of the younger groups, whereas the 21–35 and 36–50 groups did not differ significantly. The results suggest that older teachers, who likely have longer teaching experience, utilized assessment strategies more frequently. Because only two respondents were aged 51 and above, however, this group's mean should be interpreted with caution.

Sex. Male teachers (WM = 3.58) obtained a higher weighted mean than female teachers (WM = 3.48), and the difference was reported as significant (t = 2.559, critical t = 1.995). This contrasts with Gonzales and Aliponga (2011), who found no significant gender differences in language teachers' assessment preferences, and the 0.10 difference between means was small.

Educational attainment

Teachers with a doctorate degree obtained the highest weighted mean (3.74), followed by those with a master's degree (3.58) and a bachelor's degree (3.25). The difference was significant (F = 5.99, critical F = 3.085), and Scheffé's test showed significant differences between all pairs of groups. These results suggest that graduate study may enhance teachers' knowledge and application of assessment strategies, consistent with calls for professional development in assessment (Khairani & Quyen, 2017). As only one respondent held a doctorate, comparisons involving this group should be interpreted with caution.

Years of teaching

Teachers with four to six years of experience obtained the highest weighted mean (3.85), followed by those with more than six years (3.77) and one to three years (3.51), all interpreted as always. Teachers with less than one year of experience utilized assessment strategies only very frequently or occasionally (WM = 2.99). The difference was significant (F = 140.64, critical F = 2.671), and Scheffé's test showed that all pairs differed significantly except teachers with four to six years and those with more than six years. These findings indicate that newly hired teachers utilized assessment strategies less frequently than their more experienced colleagues and may benefit from induction and mentoring in classroom assessment (Lumadi, 2013; Yin & Buck, 2015).

Teaching assignment and number of students

High school teachers (WM = 3.59) obtained a higher weighted mean than elementary teachers (WM = 3.46), and the difference was reported as significant (t = 2.685, critical t = 1.995). In contrast, teachers handling 21 to 35 students (WM = 3.57) and those handling 36 or more students (WM = 3.48) did not differ significantly (t = 1.917, critical t = 1.995); the null hypothesis was not rejected for number of students. This differs from Gonzales and Aliponga (2011), who found that class size was associated with most dimensions of assessment preference, although few respondents in the present study handled classes of fewer than 36 students.

Overall, the null hypothesis was rejected for age, sex, educational attainment, years of teaching, and teaching assignment, and was not rejected for number of students. All groups except teachers with less than one year of experience nonetheless utilized assessment strategies always, indicating that the differences concern the degree, rather than the presence, of assessment practice.

CONCLUSION

English teachers in the basic education departments of the private schools were well equipped with and consistently utilized classroom assessment strategies in their teaching. Their assessment practice was oriented primarily toward providing students opportunities in class, helping students improve their learning processes and

class performance, and exploring effective teaching methods and strategies, while ranking students to inform other school officials was employed less frequently. These results reflect a consistent effort to monitor students' learning experiences and an orientation toward assessment that supports learning.

Utilization of assessment strategies differed according to age, sex, educational attainment, years of teaching, and teaching assignment, but not according to number of students. Teachers with less than one year of experience utilized assessment strategies less frequently than their colleagues, indicating that training, seminars, and experience contribute to the extent of utilization. Because the respondents came from a single private school system and some profile groups were very small, the findings should be interpreted within this context.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. English teachers in the private schools may communicate assessment information, as well as current issues and concerns regarding school programs and the curriculum, to students and stakeholders to promote transparency in the learning process, and may strengthen practices that help students identify means of obtaining personal feedback.
2. School system administrators, school directors, and principals may continue to train teachers in the different assessment strategies they employ, with particular attention to induction and mentoring for newly hired teachers and to opportunities for graduate study.
3. The private school system may continue to respond to students from different backgrounds, learning styles, and learning environments, and may expand educational assistance to interested students.
4. Future researchers may examine assessment strategies from the perspectives of students, parents, and other stakeholders, and may conduct respondent-level analyses with larger and more balanced samples across school systems.

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