

This document contains *Appendix B: CAHSEE Principal Survey —Spring 2002* from the **California High School Exit Examination (CAHSEE): Year 3 Evaluation Report** dated June 28, 2002 as prepared by the Human Resources Research Organization (HumRRO) for the California Department of Education. All sections of the report are located at <http://www.cde.ca.gov/ta/tg/hs/year3.asp>.

APPENDIX B

CAHSEE Principal Survey—Spring 2002

7. Indicate the various specialty education programs offered by your school. (Mark all that apply; estimate percentage (%) of students who participate in each; and comment.)

<input type="radio"/> Remedial Courses	<input type="radio"/> Magnet Program	<input type="radio"/> Special Education	<input type="radio"/> Program for English Learners	<input type="radio"/> Multicultural/Diversity-Based																																																																																																																																																																					
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Comments:

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Comments:

8. Consider your students, overall, and within each of the following racial/ethnic groups. Estimate your current graduation rate. Estimate the mobility rate in a typical school year.

	Seniors Overall	American Indian/ Alaskan Native	Asian or Pacific Islander	Black or African American, not Hispanic origin	Caucasian not Hispanic origin	Hispanic/ Latino	Other (specify)
Current graduation rate (% of entering 9th graders who graduate within 4-5 years)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Typical mobility rate (% of students who transfer in and/or out of your school within a school year)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. Based on your own most recent school data (e.g., Senior Survey), what percentage of your seniors indicated each main activity as their choice for the year after they graduate from high school? The row percentages should total approximately 100%.

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	%
Working full time	<input type="text"/>											
Attending a vocational, technical, or business school	<input type="text"/>											
Attending a 2-year college	<input type="text"/>											
Attending a 4-year college, service academy, university	<input type="text"/>											
Serving in the regular military service	<input type="text"/>											
Other	<input type="text"/>											

We do not collect this type of data.

10. Have there been any changes in the student demographics and/or academic environment over the past three years (e.g., push for new programs - advanced or remedial, graduation or dropout rate, interest in college, school boundaries)? If so, please describe the program(s) and relevant timeframe.

11. How would you describe the academic atmosphere of your school (e.g., rigor of the curriculum, staff's satisfaction with the curriculum, student motivation and effort, parental involvement, etc.)?

12. How would you describe efforts across your school's faculty to support the E-LA and math teachers who must implement the CAHSEE standards (e.g., strategic planning, professional development, interdepartment collaboration, etc.)?

13. How would you describe the education level of your students' parents? Estimate the overall average percent of parents in each of the following categories. The row percentages should total approximately 100%.

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100 %
Less than high school graduation	<input type="radio"/>										
High school diploma or GED	<input type="radio"/>										
Vocational, technical, or business training	<input type="radio"/>										
Associate, 2-year degree	<input type="radio"/>										
College graduate (4- or 5-year degree)	<input type="radio"/>										
Some graduate school or graduate degree	<input type="radio"/>										
Other (specify) _____	<input type="radio"/>										

About the California High School Exit Examination (CAHSEE)

14. How much do you know about the:

a. California High School Exit Examination (CAHSEE)?

- I do not know anything about the CAHSEE.
- I have only general information about the CAHSEE.
- I know what knowledge and skills are covered by the CAHSEE.
- I know the plans for administering the CAHSEE.

b. State Content Standards?

- I do not know anything about the state content standards.
- I have only general information about the content standards.
- I am very knowledgeable about the content standards.

c. CAHSEE Score Report?

- I do not know anything about the CAHSEE score report.
- I have only general information about the CAHSEE score report.
- I am very knowledgeable about information in the CAHSEE score report and how to apply it.

15. What have been your sources of information about the CAHSEE? (Mark all that apply.)

	For those activities you marked in the 1st column, mark the three (3) that you consider most important in your CAHSEE preparation.	For those activities you marked in the 1st column, what percentage of your students do you estimate are affected by each?					
		0%	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
<input type="radio"/> None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> State-provided information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> District-provided information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Education organization (e.g., publication, meeting, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Professional association (e.g., publication, meeting, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> CDE website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Computer-based source (e.g., listserv, newsgroup, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. The state provides information regarding the CAHSEE to districts for dissemination to the schools. In general, how do you rate the CAHSEE information that you and your school received from your district?

a. Sufficiency of Information

- Less than adequate
- Adequate
- More that adequate

b. Usefulness of Information

- Not very useful
- Useful
- Very useful

c. Timeliness of Information

- Too late for our needs
- On time for our needs
- Ahead of our needs

17. a. How aware do you think students in your school are of the CAHSEE? (Mark all that apply.)

- They know nothing about the exam.
- They have only general information about the exam.
- They know what knowledge and skills are covered by the exam.
- They know the time of year when the exam is given.
- They know which students have the opportunity to take the exam.

17. b. What is your estimate of the percentage of students in your school who know what knowledge and skills are covered by the exam?

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

18. a. How aware do you think parents of students in your school are of the CAHSEE? (Mark all that apply.)

- They know nothing about the exam.
- They have only general information about the exam.
- They know what knowledge and skills are covered by the exam.
- They know when the exam will be given.
- They know which students have the opportunity to take the exam.

18. b. What is your estimate of the percentage of parents of students in your school who know what knowledge and skills are covered by the exam?

			%
0	0	0	
1	1	1	
2	2		
3	3		
4	4		
5	5		
6	6		
7	7		
8	8		
9	9		

19. The relationship between your district standards for English/language arts and those described by the English-Language Arts Content Standards and the Reading/Language Arts Framework can best be described by which of the following statements? (Mark only one.)

- Our district has adopted the state content standards.
- The state content standards include more than our district content standards.
- Our district content standards include more than the state content standards.
- The two sets of content standards are different.
- I cannot judge the relationship between our district standards and the state standards.
- Our district does not have an official set of content standards

20. The relationship between your district standards for mathematics and those described by the Mathematics Content Standards and the Mathematics Framework can best be described by which of the following statements? (Mark only one.)

- Our district has adopted the state content standards.
- The state content standards include more than our district content standards.
- Our district content standards include more than the state content standards.
- The two sets of content standards are different.
- I cannot judge the relationship between our district standards and the state standards.
- Our district does not have an official set of content standards.

21. Consider the full set of state content standards and mark ALL that apply.

- Our district encourages use of the content standards to organize instruction.
- Our current textbooks align well with the content standards.
- We can cover all of the content standards with a mix of textbooks and supplemental material.
- Our district is in the process of aligning its curriculum to the state standards.
- Our district is in the process of aligning its curriculum across grade levels.
- Our district has a plan, which ensures that all high school students receive instruction in each of the content standards.
- Our district has a plan that ensures that all pre-high school students are prepared to receive instruction in each of the content standards.
- Our district has adopted algebra as a graduation requirement.
- Our district (or school) is hiring only teachers certified in their field.
- Our district (or school) is assigning teachers only in their certified fields.

22. What activities has your school undertaken to prepare faculty/staff for the Spring 2002 administration of the CAHSEE? (Mark all that apply.)

- No special preparation.
- Administrators participated in January test administration workshops.
- Delivered local workshops on test administration.
- Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion).
- Provided test taking strategies.
- Other (please specify) _____

23. What was your reaction to your students' performance on the Spring 2001 CAHSEE?

- Better than I expected
- About what I expected
- Worse than I expected
- Why?
- _____

24. Describe what you think about the CAHSEE individual and group score reports (e.g., ease of understanding, comprehensiveness, timeliness, etc.)

- Have not seen a score report*

25. What activities did your school undertake to prepare students for the Spring 2002 administration of the CAHSEE? (Mark all that apply.)

For those activities you marked in the 1st column, mark the three (3) that you consider most important in your CAHSEE preparation.

For those activities you marked in the 1st column, what percentage of your students do you estimate are affected by each?

		0%	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
<input type="radio"/> No special preparation							
<input type="radio"/> Encouraged students to work hard and prepare	<input type="radio"/>						
<input type="radio"/> Provided individual/group tutoring	<input type="radio"/>						
<input type="radio"/> Taught test-taking skills	<input type="radio"/>						
<input type="radio"/> Modified curriculum	<input type="radio"/>						
<input type="radio"/> Included teachers other than E-LA and math in instructional planning for the CAHSEE	<input type="radio"/>						
<input type="radio"/> Increased summer school offerings	<input type="radio"/>						
<input type="radio"/> Added homework	<input type="radio"/>						
<input type="radio"/> Eliminated electives in favor of remedial classes	<input type="radio"/>						
<input type="radio"/> Used school test results to change instruction	<input type="radio"/>						
<input type="radio"/> Used school test results to design remedial instruction	<input type="radio"/>						
<input type="radio"/> Adopted state content standards	<input type="radio"/>						
<input type="radio"/> Changed graduation requirements to include courses that enhance student success on the CAHSEE	<input type="radio"/>						
<input type="radio"/> Other (specify) _____	<input type="radio"/>						

26. During this school year (2001-2002), how much time, in total, do you estimate you have spent in activities specifically related to the CAHSEE (e.g., meetings, discussions, curriculum review, your professional development, your staff's development, etc.)?

- None
- Less than 6 hours
- 6-15 hours
- 16-35 hours
- More than 35 hours

27. Based on your knowledge of your faculty, what percentage of your teachers do you think understand the difference between *teaching to the test* and *aligning curriculum and instruction to the standards*?

- Fewer than 50%
- 50-74%
- 75-95%
- Greater than 95%
- Unsure

28. How responsible do you think teachers other than those in E-LA and math view themselves for student success on the CAHSEE?

- Very responsible
- Somewhat responsible
- Slightly responsible
- Not at all responsible

29. What plans has your school made to prepare for assisting high school students who do not pass the exit exam or who do not seem prepared to take it? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
<input type="radio"/> No special plans				
Increased high school remedial courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced high school electives in favor of remedial classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased high school summer school offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided individual/group tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Added homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopted state content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Altered high school curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included teachers other than E-LA and math in instructional planning for the CAHSEE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with feeder middle schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed parent support program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used school test results to change high school instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluated high school students' abilities and place them in courses/programs accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured that students are taking demanding courses from the beginning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured we are offering demanding courses from the beginning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Based on your knowledge of the CAHSEE, what percentage of your students do you think will pass the E-LA standards by the end of 10th grade?

- Fewer than 50%
- 50-74%
- 75-95%
- Greater than 95%
- Unsure

31. Based on your knowledge of the CAHSEE, what percentage of your students do you think will pass the mathematics standards by the end of 10th grade?

- Fewer than 50%
- 50-74%
- 75-95%
- Greater than 95%
- Unsure

32. Based on what you know about your school, what do you predict the impact of the CAHSEE, will be on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a....student motivation prior to taking the exam for the first time?	<input type="radio"/>				
b....motivation to excel for students who pass the first time?	<input type="radio"/>				
c.... motivation to excel for students who do not pass the first time?	<input type="radio"/>				
d....parental involvement prior to the first required administration of the exam?	<input type="radio"/>				
e....parental involvement for students who pass the exam?	<input type="radio"/>				
f....parental involvement for students who do not pass the exam?	<input type="radio"/>				
g....student retention rates?	<input type="radio"/>				
h....student dropout rates?	<input type="radio"/>				

33. Based on what you know about your school, what do you estimate the influence of the CAHSEE will be on classroom instructional practices...

- a....this year (2001-2002)?
- b....next year (2002-2003)?
- c....in 2 years (2003-2004)?
- d....in 4 years (2005-2006)?

Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

34. What percentage of your school's 10th grade students in each of the following groups would you say have had instruction that covers the English-Language Arts content standards for the exam?

- a....all your school's 10th grade students
- b....10th grade students with disabilities
- c....10th grade English learners
- d....10th grade economically disadvantaged students
- e....10th grade minority students

Fewer Than 50%	50-74%	75-95%	Greater Than 95%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Which of the following do you think had an impact on your students' success in meeting the requirements of the CAHSEE? (Mark one response for each possible factor.)

- a. Lack of preparation needed to pass
- b. Lack of motivation
- c. Poor attendance
- d. Too many tests to prepare for
- e. Language barriers
- f. Our district's current level of standards in English or writing
- g. Our district's current level of standards in math or algebra
- h. Other (specify)

Not a Factor	Possibly a Factor	Definitely a Factor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. What percentage of your school's 10th grade students in each of the following groups would you say have had instruction that covers the mathematics content standards for the CAHSEE?

- a....all your school's 10th grade students
- b....10th grade students with disabilities
- c....10th grade English learners
- d....10th grade economically disadvantaged students
- e....10th grade minority students

Fewer Than 50%	50-74%	75-95%	Greater Than 95%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Please describe any specific challenges you feel your school and students face in successfully meeting the requirements of the CAHSEE.

41. Please describe any specific benefits for your school and students that you feel are associated with the requirements of the CAHSEE.

42. Please write any comments about other factors specific to your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

Thank you for your cooperation.