

Independent Evaluation of the California
High School Exit Examination (CAHSEE):
2009 Evaluation Report

Volume 2

D. E. (Sunny) Becker, Laress L. Wise, and Christa Watters (Editors)

Prepared for:

California Department of Education
Sacramento, CA
Contract Number: 00-07

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APPENDIX A : EXAMPLES OF MATERIALS FROM THE ITEM REVIEW WORKSHOP

Alignment Task Instructions

The instructions below were given to ELA panelists during the workshop to complete the alignment tasks.

Item Alignment Tasks for English-Language Arts

Step 1: Rate each CAHSEE content standard on depth of knowledge (DOK).

What you need: (1) DOK Definitions, (2) DOK Rating Sheet for Content Standards

What to do: (a) Independent Ratings:

For each highlighted standard, write in a DOK number (1, 2, 3, or 4) in the far-right column labeled 'Enter DOK Level'. Use the DOK definition sheet as a guide in making your decision. **Only enter a rating for the highlighted standards.**

(b) Consensus Ratings:

As a group, we will review and discuss ratings for each standard. If we cannot come to full consensus, we will adopt the rating of the majority.

Step 2: Rate individual test items on DOK.

What you need: (1) DOK Definitions, (2) Item Rating Sheet: Version 47, and (3) Item Rating Sheet: Version 71

What to do: Independent Ratings:

On the Item Rating Sheets, the column labeled 'Item Number' refers to the test item sequence in the booklet. For each item, write in a DOK number in the second column labeled 'Depth of Knowledge'.

Step 3: Match each item to a content standard.

What you need: (1) CAHSEE Blueprints with HumRRO Codes, (2) Item Rating Sheet: Version 47, and (3) Item Rating Sheet: Version 71

What to do: Independent Ratings:

Using the CAHSEE Blueprints with HumRRO Codes, determine which standard each item is intended to assess. Write in the 3-digit code in column 3 labeled Content Strand/Standard. If you find another standard that you consider the item to assess equally to the first, you may enter this standard in column 4.

Step 4: Rate the overall content match of the item to the standard you chose.

What you need: (1) Overall Alignment rating scale (see below), (2) Item Rating Sheet: Version 47, and (3) Item Rating Sheet: Version 71

What to do: Independent Ratings:

Rate the item as to how well you think it actually assesses the standard you selected. Using the rating scale below, write in the Alignment Rating (1, 2, 3, or 4) under the column labeled 'Overall Alignment'.

Overall Alignment Rating Scale

- 1 Not aligned to any content standard (Use ONLY if you did not assign a standard to the item).
- 2 Weakly aligned to this content standard – Item matches a strand/substrand, but it does not adequately assess the *central* content expectation of this standard.
- 3 Highly aligned to this content standard – Item mostly assesses the central content expectation of this standard.
- 4 Fully aligned to the content standards - Exemplary item; clearly assesses central content of this standard.

Step 5: Rate items on overall quality relative to general universal design principles.

What you need: (1) Overall Item Quality rating scale (see below), (2) Considerations for Universally Designed Assessments, (3) Item Rating Sheet: Version 47, and (4) Item Rating Sheet: Version 71

What to do: Independent Ratings:

This rating is based on an evaluation of accessibility to students and appropriateness of the item. Use the Considerations for Universally Designed Assessments as a guide to make a global judgment about the item, then rate the item using the scale below. Write in the Overall Item Rating (1, 2, 3, or 4) under the column labeled 'Overall Item Quality'.

Overall Item Quality

- 1 Poor quality (major flaw or multiple flaws — could affect response for many students)
- 2 Fair quality (minor but easily repairable flaw)
- 3 Good quality (no flaws, accessible to wide range of students)
- 4 Exceptional quality (no flaws, accessible to all students)

Step 6: Complete the Item Review Summary Survey.

What you need: Item Review Summary Survey

What to do: At the end of the workshop, please complete the survey to provide your global perspectives on the test alignment and accessibility.

Depth of Knowledge Definitions for English-Language Arts

The following handout includes the definitions for the *depth of knowledge* levels given to ELA panelists.

DOK Levels for Reading

Reading Level 1 (recall) item requires students to receive or recite facts or to use simple skills or abilities, such as word pronunciation, verbatim recitation of text, or definitions of recognition of figurative language.

Keywords: identify, list, determine, define

- **Reading Level 2 (skills/concepts)** item calls for engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Examples include using context cues to identify the meaning of unfamiliar words or summarizing major events in a narrative.

Key words: summarize, interpret, classify, organize, collect, display, compare, determine whether fact or opinion. Literal main ideas are stressed.

- **Reading Level 3 (strategic thinking)** Students must synthesize ideas from the text to show understanding of ideas. They also may need to go beyond the text. Students must explain, generalize, or connect ideas. Items require reasoning and planning, and may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge.

Keywords: compare/contrast, analyze, explain, synthesize or connect ideas (single text), similarities and differences, apply, infer, support

- **Reading Level 4 (extended thinking)** Higher order thinking is central, such as complex, reasoning, planning, inference, and synthesis of ideas from multiple sources. Students may need to develop hypotheses, perform critical analysis, and make connections among texts. Items may require extended time and thinking.

NOTE: Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.

Keywords: predict, discuss, dispute, connect to self, critically analyze, synthesize or connect (multiple texts)

DOK Levels for Writing

- **Writing Level 1 (recall):** requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment, or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:

1. Use punctuation marks correctly.
2. Identify Standard English grammatical structures and refer to resources for correction.

Keywords: identify, list, determine, define

- **Writing Level 2 (skills/concepts):** requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or Web site. Some examples that represent but do not constitute all of Level 2 performance are:

1. Construct compound sentences.
2. Use simple organizational strategies to structure written work.

Key words: summarize, interpret, classify, organize, collect, display, compare, determine whether fact or opinion. Literal main ideas are stressed.

- **Writing Level 3 (strategic thinking):** requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:

1. Support ideas with details and examples.
2. Use voice appropriate to the purpose and audience.
3. Edit writing to produce a logical progression of ideas

Keywords: compare/contrast, analyze, explain, synthesize or connect ideas (single text), similarities and differences, apply, infer, support

- **Writing Level 4 (extended thinking):** Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:
 1. Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.

NOTE: Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.

Keywords: predict, discuss, dispute, connect to self, critically analyze, synthesize or connect (multiple texts)

Considerations for Universally Designed Assessments (developed by the *National Center on Educational Outcomes*)

Please use the following descriptions to make global judgments on *Item Quality*. However, you do not need to evaluate each item on every Consideration – these descriptions should serve as a **guide**.

Consideration	Description
1	Does the item measure what it intends to measure? <ul style="list-style-type: none">• Reflects the intended content standards (reviewers have information about the content being measured)• Minimizes skills required beyond those being measured
2	Does the item respect the diversity of the assessment population? <ul style="list-style-type: none">• Is accessible to test takers (consider gender, age, ethnicity, socio-economic level)• Avoids content that might unfairly advantage or disadvantage any student subgroup
3	Does the item have concise and readable text? <ul style="list-style-type: none">• Uses common words• Employs vocabulary appropriate for grade level• Minimizes use of unnecessary words• Avoids idioms unless idiomatic speech is being measured• Avoids or defines technical terms and abbreviations not related to the content being measured• Uses sentence complexity appropriate for grade level• Clearly identifies question to be answered
4	Does the item have clear format for text, using: <ul style="list-style-type: none">• Standard typeface• Twelve- (12) point minimum for all print, including captions, footnotes, and graphs (type size appropriate for age group)• Wide spacing between letters, words, and lines• High contrast between color of text and background• Sufficient blank space (leading) between lines of text• Staggered right margins (no right justification)
5	Does the item have clear visuals (when essential to item)? <ul style="list-style-type: none">• Use of pictures when needed to respond to item• Use of pictures with clearly defined features• Dark lines (minimum use of gray scale and shading)• Sufficient contrast between colors• Avoidance of relying on color to convey important information or distinctions• Labeling of pictures and graphs
6	Does the item allow the following changes to its format without changing its meaning or difficulty (including visual or memory load)? <ul style="list-style-type: none">• Use of Braille or other tactile format• Signing to a student• Use of oral presentation to a student• Use of assistive technology• Translation into another language

Source: Thompson, S.J., Johnstone, C.J., Anderson, M. E., & Miller, N. A. (2005). *Considerations for the development and review of universally designed assessments* (Technical Report 42). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Example Rating Sheet for Depth of Knowledge Evaluation of ELA Content Standards

Panelists provided depth of knowledge evaluations of the ELA content standards using a paper rating sheet formatted as below. A portion of this rating form is presented here.

Strand	Substrand	Standard	Enter DOK Level (1 to 4)
Reading (Grades Nine and Ten with two standards from Grade Eight as noted)			
1 Word Analysis, Fluency, and Systematic Vocabulary Development.			
<p>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>			
<p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p>			
<p>1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p>			
<p>1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).</p>			
2 Reading Comprehension (Focus on Informational Materials)			
<p>Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through Twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.</p>			
Structural Features of Informational Materials			
<p>†8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p>			
<p>2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p>			

Example Rating Sheet for Evaluation of Items

Panelists provided item evaluations using a paper rating sheet formatted as shown below. A portion of this rating form is presented here.

Panelist Name:

Item Rating Sheet: Version 47

HumRRO ID:

Item Number	Depth Of Knowledge (DOK) (Enter Level 1 to 4)	Content Strand and Standard (Enter HumRRO Code)	Content Strand and Standard (Enter HumRRO Code)	Overall Alignment (Enter Rating 1 to 4)	Overall Item Quality (Enter Rating 1 to 4)	Explanation Use for the following circumstances: (1) No matching standard, (2) Overall Alignment rating of 1 or 2, or (3) Overall Item Quality rating of 1 or 2
1						
2						
3						
4						
5						

CAHSEE Item Review Summary Survey

Panelists completed the following survey at the end of the study to obtain more global evaluations of alignment and to evaluate training.

Alignment to Standards

1. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

2. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

3. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

4. What is your general opinion of the alignment between the standards and assessment:

5. Comments

Training and Alignment Review

1. How well do you feel the training prepared you for *understanding* the depth-of-knowledge (DOK) levels?

1	2	3	4
Not Well	Somewhat	Adequately	Very Well

2. How comfortable did you feel making the DOK ratings of the content standards?

1	2	3	4
Not Well	Somewhat	Adequately	Very Well

3. How comfortable did you feel making the DOK ratings of the items?

1	2	3	4
Not Well	Somewhat	Adequately	Very Well

4. How well do you feel the training prepared you for matching the items to the content standards?

1	2	3	4
Not Well	Somewhat	Adequately	Very Well

5. Please provide us with your recommendations or suggestions to improve the alignment training.

6. How well was the item review workshop organized?

1	2	3	4
Not Well	Somewhat	Adequately	Very Well

7. Do you have any suggestions for improvement?

8. In your opinion, how important is the alignment study for student assessments?

APPENDIX B: STATISTICAL RESULTS PER WEBB CRITERIA FOR A SAMPLE OF CAHSEE ELA OPERATIONAL ITEMS

Categorical Concurrence. To determine categorical concurrence, we first simply counted the number of items that each reviewer judged as assessing each strand. Next, we calculated the mean (M) to find the average item rating per strand, and we calculated the standard deviation (SD) to determine how much, or far, reviewers’ ratings diverged from the mean number.

Starting with Column 1, the table lists the number of strands per content area, the title of the strand, the target number of items listed in the test blueprint, the average number of items matched by reviewers, and the conclusion of this alignment analysis (Yes or No).

Table B.1. Categorical Concurrence for ELA: Mean Number of Items per Strand

	Content Strand	Number of Items Per Strand			At Least Six Items
		Target Number	Mean Number Matched	Standard Deviation	
1	Word Analysis, Fluency, and Systematic Vocabulary Development	7	8.38	1.19	Y
2	Reading Comprehension	18	18.13	2.53	Y
3	Literary Response and Analysis	20	18.50	2.56	Y
4	Writing Strategies	12	11.88	0.64	Y
5	Writing Applications	1	1.00	0.00	N
6	Written and Oral English Language Conventions	15	15.00	0.00	Y
Percentage of strands with at least six items					83%

Depth-of-Knowledge Consistency. The depth of knowledge (DOK) indicates whether the item and corresponding standard are both written at the same level of cognitive complexity.

To make these judgments, reviewers first determined the DOK level for each standard within a content strand using a rating scale. Next, as they reviewed items, they rated the level of processing needed to answer the question using the same DOK rating scales. These two separate judgments about cognitive complexity (one for the standard, one for the item) then were compared to determine the proportion of items written at the appropriate level. Webb refers to this comparison as *depth of knowledge consistency*.

The tables refer to consistency between the items and standards. The middle columns in the table include the mean percentage of items rated below the standard DOK level, items at the same level as the standard, and items above the standard. Column 5 (last column) specifies whether or not the amount of DOK consistency was

acceptable per strand as well as noting the sum percentage of items at or above the strand DOK level.

Table B.2. Depth-of-Knowledge Consistency for ELA: Mean Percentage of Items per Strand With DOK Below, At, and Above DOK Level of Standards

Content Strand	Mean Items per Strand	Depth-of-Knowledge Consistency						DOK Consistency (min 50% of Items At or Above)
		% Items Below		% Items At Same Level		% Items Above		
		M	SD	M	SD	M	SD	
1 Word Analysis, Fluency, and Systematic Vocabulary Development	15.45	24	0.13	73	0.15	3	0.06	Y
2 Reading Comprehension	23.82	80	0.08	19	0.07	1	0.02	N
3 Literary Response and Analysis	25.27	39	0.08	57	0.08	5	0.06	Y
4 Writing Strategies	9.64	40	0.17	57	0.15	3	0.06	Y
5 Writing Applications	3.00	0	0.00	86	0.38	14	0.38	Y
6 Written and Oral English Language Conventions	19.18	15	0.23	64	0.26	21	0.27	Y
Percentage of strands with 50% of item DOK at or above standard DOK:								83%

Range of Knowledge. Range of Knowledge measures how completely the test items cover the content standards within each strand. At least 50% of the standards within a strand must be matched to one or more items.

We determined the range by counting the number of standards linked with at least one item. Next, we calculated a percentage for each reviewer by comparing the number of standards associated with items (“yes”) to the total standards for a given strand. Finally, these percentages were averaged across reviewers.

The tables include the number of content standards listed in the blueprints per strand, the mean number of items per strand, the mean number of standards linked with at least one item, and the conclusion for this alignment analysis.

Table B.3. Range-of-Knowledge for ELA: Mean Percentage of Standards per Strand Linked With Items

Content Strand	Number of Target Standards	Mean Items per Strand	Range of Standards			Range-of-Knowledge Correspondence
			Standards With At Least One Item	SD	% of Total Standards per Strand	
			M	SD	M	
1 Word Analysis, Fluency, and Systematic Vocabulary Development	2	15.45	1.88	0.35	100	Y
2 Reading Comprehension	6	23.82	5.00	0.76	83	Y
3 Literary Response and Analysis	12	25.27	9.25	1.39	77	Y
4 Writing Strategies	5	9.64	4.25	0.71	60	Y
5 Writing Applications	6	3.00	0.88	0.35	33	N
6 Written and Oral English Language Conventions	3	19.18	3.00	0.00	97	Y
Percentage of strands with 50% of standards linked to at least one item						83%

Balance of Representation. The content balance is determined by calculating an index, or score, for each strand.¹ The minimum acceptable index for a single strand is a 70 (on a scale of 0 to 100). To be clear, a standard may include more standards than reviewers linked to items. Thus, only those standards actually used by the reviewers are included in calculations of the balance index.

In the tables below, Columns 2 through 4 repeat item and standards information from other Webb criteria. Column 5 reports the mean percentage of items matched to the standards. Finally, Column 6 gives the mean balance index for each standard.

¹ The formula for calculating the balance index can be found: <http://www.wcer.wisc.edu/WAT/index.aspx>.

Table B.4. Balance of Knowledge for ELA: Mean Balance Index per Standard

Content Strand	Balance-of-Knowledge Representation						Acceptability of Balance Index (70 or above)
	Number of Target Standards	Mean Stds Linked with Items	Mean Items per Standard	Mean % of Items Linked to Standard	Mean Balance Index	SD	
		M	M	M	M	SD	
1 Word Analysis, Fluency, and Systematic Vocabulary Development	2	2.00	15.45	21	0.71	9.81	Y
2 Reading Comprehension	6	5.18	23.82	33	0.77	7.42	Y
3 Literary Response and Analysis	12	10.00	25.09	35	0.75	4.61	Y
4 Writing Strategies	5	3.00	9.27	13	0.86	3.57	Y
5 Writing Applications	6	2.00	3.00	4	0.58	6.42	N
6 Written and Oral English Language Conventions	3	2.91	19.18	26	1.00	4.30	Y
Percentage of standards with a balance of representation index of 70 or greater							83%

APPENDIX C: INSTRUCTION STUDY QUESTIONNAIRE DEVELOPMENT AND DATA COLLECTION

Questionnaire Development

Planning Workshop

HumRRO held a daylong workshop in Sacramento, California, on May 28, 2008, to begin planning the 2009 instruction study. The primary purpose of this workshop was to refine (a) study questions, (b) survey instruments and procedures, and (c) analysis plans. We recruited 15 workshop participants by soliciting nominations of qualified high school teachers, principals, and curriculum experts from district CAHSEE coordinators.

These participants included California teachers (i.e., ELA, mathematics, and special education), a high school assistant principal, various district staff (e.g., Curriculum Specialist, Director of Special Education, Transition Specialist), staff from a county office of education curriculum/instruction, and a resource specialist.

Activities. The workshop began with an overview of the project, including the history and goals of the instruction study, and then proceeded to engage participants in both large and small group activities. As a large group, participants discussed the key study questions. They provided perspective as to whether the proposed questions were appropriate to the instruction study, offered ideas about emerging issues related to the questions, and suggested additional questions the study might address. Following this discussion, participants convened in four small groups to review and revise surveys administered in previous instruction studies. The workshop continued with participants reconvening in a large group to share (a) their overall impression of the items on the survey they reviewed, (b) the general theme of suggested revisions, and (c) a summary of items they would recommend adding and/or deleting. Finally, participants discussed and provided recommendations for approaches that might be used to increase survey participation.

Pilot Administration

The instruments were piloted in January of 2009 with educators from the target population in California. Participants in the pilot included 2 principals, 3 ELA department heads, 2 math department heads, 4 ELA teachers, 3 math teachers, 3 EL teachers, and 4 teachers of SWD. Each completed the questionnaire and provided written feedback about items he or she felt were problematic. Based on the pilot study, three questionnaire items were revised for clarity.

CDE Review

The CDE reviewed the instruments in March 2009 and again in April 2009 before giving approval for the surveys to be distributed. In March, several recommendations were made to make response options more complete, questions clearer, and format more concise. The vast majority of these recommendations were incorporated into the

surveys. In April, two style-related suggestions for improving the surveys were conveyed: 1) enlarge the titles and 2) underline “not” in the stems. Both suggestions were incorporated into the surveys by HumRRO staff.

Data Collection

Sample Selection

For the 2009 instruction study, we selected 400 high schools that formed a representative sample of California schools. The sampling design assured that the sample would match overall state distributions for academic performance (based on results from the 2008 10th grade ELA STAR assessment), school size, and the percentage of English learners. A replacement sample was selected based on similar demographic and achievement characteristics for sixteen schools that were part districts that explicitly declined participation early in the data collection. Three replacement schools participated with the return of at least one survey.

Of 416 high schools contacted, 271 participated with the return of at least one survey; 32 declined explicitly to participate or were part of a district that declined; and the 113 remaining schools had no participant respond.

School Participant Recruitment

Following our already established procedure for working with California schools, our first stage of contact was with superintendents of the districts with high schools included in the survey sample. HumRRO drafted endorsement letters for the CDE to e-mail the superintendents regarding the study’s purpose and seeking to gain their permission to proceed working with the identified high schools.

In March, HumRRO drafted endorsement letters for the CDE to e-mail CAHSEE Coordinators as prenotification of the distribution of the survey. A second e-mail was sent by HumRRO to CAHSEE Coordinators eliciting contact information for sampled school principals, points of contacts (POC) most likely to work with HumRRO, and ELA and mathematics department heads. Of the 198 district coordinators asked, 171 entered this information into an Excel spreadsheet and returned it to HumRRO. The remaining coordinators either directly refused participation or failed to respond to the initial or follow-up e-mails and calls.

HumRRO sent prenotification letters to 332 principals at districts that provided contact information. These letters encouraged their school and individual participation in the study. Several principals directly refused participation or failed to respond to the initial or follow-up emails.

HumRRO then e-mailed the 321 POCs (or principals) asking them to identify one to two teachers of SWD and one to two EL teachers and provide us with their names

and e-mail addresses so we could ask them to take the survey. Concurrently, we e-mailed the 314 ELA and 317 mathematics department heads for the names of ELA and mathematics teachers, as well as their e-mail addresses and courses taught. We asked the appropriate department head and/or other school staff to identify at least three associated teachers of primary/supplemental ELA/math courses that had content most closely related to California Content Standards associated with the CAHSEE. We asked the department heads to include courses with high enrollments of students receiving special education services and of English learners and to select teachers in their departments who currently or most recently taught each course. Likewise, we asked them to identify/select at least 3 associated teachers of remedial ELA/math programs that have content most closely related to California Content Standards associated with the CAHSEE.

We provided department heads with Excel spreadsheets that were created as response forms for POCs and department heads to enter the appropriate contact information. The result was a list of names, email addresses and courses taught for 408 ELA teachers, 401 math teachers, 193 EL teachers and 226 teachers of SWD.

The final sample included 136 principals, 138 ELA curriculum heads, 162 mathematics curriculum heads, 159 ELA teachers, 178 math teachers, 95 EL teachers and 126 SWD teachers (see chapter 6 for percentages and school demographic and performance breakdowns).

Administration

The surveys (see Appendix D) were administered via the Internet and were expected to require 25–35 minutes to complete. Principals and department heads were asked to complete their respective questionnaires between April and the end of June 2009. Teachers were asked to complete their respective questionnaires in May and June of 2009.

Monitoring Survey Response

The majority of calls expressing concerns about the survey came from special districts such as County Offices of Education explaining why they were not typical districts and asking how the evaluation study related to them. After we provided the explanation of why they were chosen—the need for representation of all types of districts—and the type or extent of response they might be expected to provide, most were satisfied. Some made it clear that they were disappointed that they could not avoid participating in this way.

Many of the phone calls were from people who had not carefully read the survey instructions provided to them before calling. When we systematically led them through the materials and defused their concerns, the majority thanked us for the clarification and indicated a willingness to respond.

Some of the questions/problems arose because the surveys were not reaching the right people, especially in larger districts and schools. This may have been because superintendents or principals forwarded the materials on to someone else without properly reading the letter addressed to them. In many cases the person they chose to forward the survey to was not the appropriate person.

In communicating with the districts and schools we identified several factors that affected participation. Even when we mentioned that the district was participating, some principals stated that they needed to check with the district to get approval.

Another factor was the testing schedule. Several schools commented that during the time we wanted their attention, they were required to spend time on other evaluations or documentations. The districts and schools suggested they felt inundated by too many requests and requirements on top of their regular work and found it difficult to add one more task, no matter how worthy, to the responsibilities of their staffs.

APPENDIX D: INSTRUCTION STUDY SURVEY QUESTIONS

Sample Text from Survey Introductory Web Page (Department Head—ELA)

Background

The California Department of Education (CDE) has contracted with the Human Resources Research Organization (HumRRO) to conduct a study to determine the extent to which the California High School Exit Examination (CAHSEE) impacts curriculum and instruction. Your school has been selected to participate in the **2009 CAHSEE Instruction Study**. We hope you will participate and contribute information for your school.

The 2009 CAHSEE Instruction Study is designed to gather input about education activities and instructional practices in preparing students for success on the CAHSEE requirement. The sample of high schools was selected to be representative of schools across the state where there is preparation for the CAHSEE or where it is administered.

What information will you provide?

You will be asked questions about the courses your school provides, your department's teachers, and your department's students.

When is the questionnaire due?

The questionnaire is due no later than **Friday, June 12, 2009**. We expect this questionnaire to take fewer than 30 minutes to complete. You can complete the questions across multiple sessions. If you choose to complete the survey in multiple sessions, it is important to remember your access code.

What happens to the data?

Your responses will be kept confidential. We will only report findings in the aggregate. Researchers at HumRRO will use names and e-mail addresses only to send reminders to participants who have not responded to the survey. The final report will be made public by the CDE in the fall of 2009.

What if you have questions?

If you have any questions about the questionnaire items or the study, please contact:

Sheila Schultz (HumRRO), (703) 706-5661 or sschultz@humrro.org
Laurie Wise (HumRRO), (831) 647-1004 or lwise@humrro.org
Bruce Little (CDE Contract Monitor), (916) 319-0362 or blittle@cde.ca.gov
Diane Hernandez (CDE Project Director), (916) 310-0373 or
dhernand@cde.ca.gov

If you have difficulty accessing or completing the survey, please contact:
Nikolaos Dimopoulos (HumRRO Software Systems Developer), (703) 706-5631
or
ndimopoulos@humrro.org
Blane Lochridge (HumRRO Software Systems Developer), (703) 706-5682 or
blochridge@humrro.org

Navigation Instructions

The "Next" and "Previous" buttons at the bottom of each page of the survey allow you to advance to the next page or move back to the previous page. The navigation bar at the top of each subsequent page allows you to revisit earlier pages.

High School Principal

***Information on Instruction that Covers
California Content Standards Associated with the CAHSEE
ELA Grades 9–10, Mathematics Grades 6–7 & Algebra I***

Integration of California Academic Content Standards

1. Rate your familiarity with California's English language arts content standards.

- Not familiar
- Somewhat familiar
- Familiar
- Very familiar

2. How complete was your school's integration of the California content standards contained in the blueprints adopted for CAHSEE for English language arts in each of the following years?

- 2008–09 (projected)
- 2007–08
- 2006–07
- Before 2006

- Do not know
- Little (less than 40%)
- Partially complete (40%–60%)
- Mostly complete (61%–95%)
- Complete (96%–100%)

3. Rate your familiarity with California's mathematics content standards.

- Not familiar
- Somewhat familiar
- Familiar
- Very familiar

4. How complete was your school's integration of the California content standards contained in the blueprints adopted for CAHSEE for mathematics in each of the following years?

- 2008–09 (projected)
- 2007—2008
- 2006–07
- Before 2006

- Do not know
- Little (less than 40%)
- Partially complete (40%–60%)
- Mostly complete (61%–95%)
- Complete (96%–100%)

5. What kind of system do you use to monitor progress toward and report student proficiency levels on the California academic content standards associated with the CAHSEE? (Mark all that apply)

- District-based tracking/assessment system
- School-based tracking/assessment system
- Department-based (ELA or mathematics) tracking/assessment system
- Individual teachers keep track of mastery
- Vendor-provided system
- Not applicable, we do not have such a monitoring and reporting system
- Other (please specify):

6. How developed are systems at your school to coordinate coverage of the California academic content standards associated with the CAHSEE between the following entities? (Please answer for all groups)

- Elementary School/Middle School/High School
- Middle School/High School
- Special Education/General Education
- English Language Development/General Education
- Alternative (Continuation)/General Education

- Not applicable
- Not developed
- Partially developed
- Fully developed

7. Do you have regular articulation meetings with your feeder middle school(s)?

- Yes, with all of them
- Yes, with some of them
- No
- Does not apply to our situation

7A. If articulation meetings are held, what are the primary topics discussed during these meetings?

- Open-ended

CAHSEE Instruction

8. To what extent is CAHSEE a useful tool for helping you make positive changes in your instruction?

- Not at all
- Slight extent
- Moderate extent
- Great extent

9. To what extent is CAHSEE a useful tool for helping you make positive changes in your assessment?

- Not at all
- Slight extent
- Moderate extent
- Great extent

10. To what extent do the results of CAHSEE provide useful information for making inferences about school improvement?

- Not at all
- Slight extent
- Moderate extent
- Great extent

11. To what extent have you focused on the following strategies in preparing your students for CAHSEE?

- Increasing the use of CAHSEE-like tasks in regular instruction
- Increasing the match between the content of instruction and the content of CAHSEE
- Increasing the coverage of test taking skills

- Not at all
- Slight extent
- Moderate extent
- Great extent

12. How effective is your district-wide CAHSEE preparation at improving CAHSEE scores for students at risk for not passing?

- Not at all effective
- Minimally effective
- Effective
- Very effective
- Extremely effective
- Not applicable; we do not have a district-wide CAHSEE preparation program

13. Are CAHSEE intervention/remediation courses [(i.e. Measuring Up, Destination Math California Intervention (Riverdeep Inc. LLC)] used at your school?

- Yes, for sophomores, juniors, and seniors
- Yes, for juniors and seniors
- Yes, for seniors only
- Not applicable; we do not have CAHSEE intervention courses/programs at our school

13A. Which of the following modes does your school use to deliver CAHSEE intervention and remediation courses? (Mark all that apply)

- Web-based in classroom setting
- Distance learning
- Traditional textbook
- Software programs
- Textbook with CD/online supplements
- One-on-one tutorial
- Ability-based small groups
- Computer-based instruction
- Targeted individualized instruction (computer-based)
- Targeted individualized instruction (traditional)
- Other (please specify):

13B. How frequently do you observe instruction in a CAHSEE ELA intervention or remediation class?

- Weekly
- Monthly
- Quarterly
- Annually
- Never
- Not applicable

13C. How frequently do you observe instruction in a CAHSEE mathematics intervention or remediation class?

- Weekly
- Monthly
- Quarterly
- Annually
- Never
- Not applicable

13D. To what extent have CAHSEE intervention and remediation courses helped prevent students from dropping out of your school?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

14. Which of the following modes does your school use to deliver CAHSEE core courses (i.e. Algebra 1, English—Grade 9)? (Mark all that apply)

- Web-based in classroom setting
- Distance learning
- Traditional textbook
- Software programs
- Textbook with CD/online supplements
- One-on-one tutorial
- Ability-based small groups
- Computer-based instruction
- Targeted individualized instruction (computer-based)
- Targeted individualized instruction (traditional)
- Other (please specify):

15. What programs/systems does your school have in place to provide additional academic support to students with disabilities? (Mark all that apply)

- Self-contained pullout
- Inclusion
- Inclusion with additional support/tutorial class
- After-school tutorial
- Response to Intervention (Rtl) model
- Not applicable; we do not have programs/systems in place to provide SD students with additional academic support
- Other (please specify):

16. What programs/systems does your school have in place to provide additional academic support to EL students? (Mark all that apply)

- English Language Development (ELD) class
- Specially Designed Academic Instruction in English (SDAIE) class/sheltered content-area class
- Regular academic class with additional support/tutorial class
- After-school tutorial
- Not applicable; we do not have programs/systems in place to provide EL students with additional academic support
- Other (please specify):

17. To what extent do students in your school understand the consequences of not passing the CAHSEE?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

18. To what extent do students in your school receive counseling about their options for additional remediation should they not pass the CAHSEE on their next try?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

19. Describe how your school ensures delivery of a coherent CAHSEE intervention program.

- Open-ended

CAHSEE Instructional Funding

20. To what extent are you informed about state resources to support the CAHSEE (e.g., money, intervention materials)?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

21. Have you ever applied for CAHSEE Intensive Instruction (CII) funding for students who have not yet passed?

- Yes
- No

21A. On average how many hours of instruction per quarter (10 weeks) did your school provide to each student because of these funds?

- Less than 20 hours
- 20 to 49 hours
- 50 to 79 hours
- 80 to 100 hours
- More than 100 hours

22. What percentage of your school's administrators have participated in either the AB 75 or AB 430 principal professional development institutes?

- Not sure
- None
- Only a few (less than 23%)
- Some (23–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

23. Have teachers at your school been offered training on administering the CAHSEE with accommodations and modifications?

Yes

No

24. Additional comments

Open-ended

High School Department Head—ELA

Information on ELA Courses/Programs that Cover California Content Standards Associated with the CAHSEE Grades 9–10

ELA COURSES AND PROGRAMS

Primary and Supplemental Courses

American Literature (2105)
Basic English/Language Arts (proficiency development) (2102)
Composition (2113)
Comprehensive English (2101)
English 9 (2130)
English 10 (2131)
English 11 (2132)
English 12 (2133)
English Language Development (2110)
English Literature (2106)
Ethnic Literature (2107)
Language Structure/Language Arts (2116)
Reading (state-funded Miller-Unruh Specialist) (2120)
Reading Improvement/Developmental Reading/Reading Recovery (2100)
World Literature (2108)
Other Literature (2109)
Standards Review (2198)
Blank courses (5 fill in)

2008–09
2007–08
2006–07
2005–06
Before 2005

Intervention Programs

Language! A Literacy Intervention Curriculum (Glencoe/McGraw-Hill/Sopris West)
High Point—Reading Intervention for English Learners (Hampton Brown)
Read 180 (Scholastic)
SRA/Reach Program (SRA/McGraw-Hill)
Fast Track Reading Program (Wright Group/McGraw-Hill)
Measuring Up
CAHSEE Boot Camp
Blank courses (5 fill in)

2008–09
2007–08
2006–07
2005–06
Before 2005

Department's Teachers

- 1. How many full-time teachers work in your department?**
Enter a number.
- 2. To what extent are teachers in your department experienced in teaching California's ELA Content Standards assessed by the CAHSEE?**
Not at all
Slight extent
Moderate extent
Great extent
Very great extent
- 3. How many teachers in your department have a full ELA credential?**
None
Only a few (less than 25%)
Some (25–50%)
More than half (51–74%)
Most (75–90%)
Nearly all (more than 90%)
- 4. How many of your intervention programs/courses are taught by fully credentialed ELA teachers?**
None
Only a few (less than 25%)
Some (25–50%)
More than half (51–74%)
Most (75–90%)
Nearly all (more than 90%)

- 5. How many teachers in your department only have an emergency-type ELA credential (e.g., PIP, STSP, waiver)?**
- None
 - Only a few (less than 25%)
 - Some (25–50%)
 - More than half (51–74%)
 - Most (75–90%)
 - Nearly all (more than 90%)
- 6. How would you characterize the experience of the teachers who teach the primary and supplemental programs you listed earlier?**
- A few have 5 or more years teaching experience
 - About half have 5 or more years teaching experience
 - Most have 5 or more years teaching experience
 - Not applicable
- 7. How would you characterize the experience of the teachers who teach the intervention programs you listed earlier?**
- A few have 5 or more years teaching experience
 - About half have 5 or more years teaching experience
 - Most have 5 or more years teaching experience
 - Not applicable
- 8. What proportion of the teachers within your school's ELA department participated in ELA-related professional development designed to help them teach the California content standards associated with the CAHSEE?**
- Not sure
 - None
 - Only a few (less than 23%)
 - Some (23–50%)
 - More than half (51–74%)
 - Most (75–90%)
 - Nearly all (more than 90%)
- 9. What percentage of your school's ELA teachers have participated in a SB 472 (AB 466) English language arts professional development institute?**
- Not sure
 - None
 - Only a few (less than 23%)
 - Some (23–50%)
 - More than half (51–74%)
 - Most (75–90%)
 - Nearly all (more than 90%)

Department's Students

10. What percentage of students in special education receives their ELA instruction in a general education environment AND from teachers who are *authorized* to teach special education students?

- Not sure
- None
- Only a few (less than 23%)
- Some (23–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

11. What percentage of EL students receives their ELA instruction in a general education environment AND from teachers who are *authorized* to teach English learners?

- Not sure
- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

Department's Instruction

12. To what extent is CAHSEE a useful tool for helping you make positive changes in your instruction?

- Not at all
- Slight extent
- Moderate extent
- Great extent

13. To what extent is CAHSEE a useful tool for helping you make positive changes in your assessment?

- Not at all
- Slight extent
- Moderate extent
- Great extent

14. To what extent do the results of CAHSEE provide useful information for making inferences about school improvement?

- Not at all
- Slight extent
- Moderate extent
- Great extent

15. To what extent have you focused on the following strategies in preparing your students for CAHSEE?

Increasing the use of CAHSEE-like tasks in regular instruction

Increasing the match between the content of instruction and the content of CAHSEE

Increasing the coverage of test taking skills

Not at all

Slight extent

Moderate extent

Great extent

High School Department Head—Mathematics

MATHEMATICS COURSES AND PROGRAMS

Primary and Supplemental Courses

Beginning Algebra/Algebra 1 (1-year course)(2403)
Beginning Algebra Part I (first year of a 2-year course) (2428)
Beginning Algebra Part II (second year of a 2-year course) (2429)
General Mathematics/Basic Mathematics/Vocational Mathematics (2400)
Geometry (2413)
Integrated Math I (college preparatory) (2435)
Integrated Math II (college preparatory) (2426)
Intermediate Algebra/Algebra II (2404)
Pre-Algebra (2424)
Remedial Mathematics/Proficiency Development (2402)
Algebra Support (2498)
Blank courses (5 fill in)

2008–09
2007–08
2006–07
2005–06
Before 2005

Intervention Programs

Odyssey Focus Math (CompassLearning, Inc.)
California Math Triumphs (Glencoe/McGraw-Hill)
California Fast Forward Math (Harcourt/Holt, Harcourt School Publishers)
Momentum Math (Kaplan K–12 Learning Services)
Destination Math California Intervention (Riverdeep Inc. LLC)
SRA Number Worlds (SRA/McGraw-Hill)
Pinpoint (Wright Group/McGraw-Hill)
Measuring Up
CAHSEE Boot Camp
Blank courses (5 fill in)

2008–09
2007–08
2006–07
2005–06
Before 2005

Department's Teachers

- 1. How many full-time teachers work in your department?**
(Enter a number.)

- 2. To what extent are teachers in your department experienced in teaching California's Mathematics Content Standards assessed by the CAHSEE?**
Not at all
Slight extent
Moderate extent
Great extent
Very great extent

- 3. How many teachers in your department have a full mathematics credential?**
None
Only a few (less than 25%)
Some (25–50%)
More than half (51–74%)
Most (75–90%)
Nearly all (more than 90%)

- 4. How many of your intervention programs/courses are taught by fully credentialed mathematics teachers?**
None
Only a few (less than 25%)
Some (25–50%)
More than half (51–74%)
Most (75–90%)
Nearly all (more than 90%)

- 5. How many teachers in your department only have an emergency-type mathematics credential (e.g., PIP, STSP, waiver)?**
None
Only a few (less than 25%)
Some (25–50%)
More than half (51–74%)
Most (75–90%)
Nearly all (more than 90%)

- 6. How would you characterize the experience of the teachers who teach the primary and supplemental programs you listed earlier?**
A few have 5 or more years teaching experience
About half have 5 or more years teaching experience
Most have 5 or more years teaching experience
Not applicable
- 7. How would you characterize the experience of the teachers who teach the intervention programs you listed earlier?**
A few have 5 or more years teaching experience
About half have 5 or more years teaching experience
Most have 5 or more years teaching experience
Not applicable
- 8. What proportion of the teachers within your school's mathematics department participated in mathematics-related professional development designed to help them teach the California content standards associated with the CAHSEE?**
Not sure
None
Only a few (less than 23%)
Some (23–50%)
More than half (51–74%)
Most (75–90%)
Nearly all (more than 90%)
- 9. What percentage of your school's mathematics teachers have participated in a SB 472 (AB 466) [GLOSS THESE ABBREVIATED TITLES?] mathematics professional development institute?**
Not sure
None
Only a few (less than 23%)
Some (23–50%)
More than half (51–74%)
Most (75–90%)
Nearly all (more than 90%)

Department's Students

10. What percentage of students in special education receives their mathematics instruction in a general education environment AND from teachers who are *authorized* to teach special education students?

- Not sure
- None
- Only a few (less than 23%)
- Some (23–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

11. What percentage of EL students receives their mathematics instruction in a general education environment AND from teachers who are *authorized* to teach English learners?

- Not sure
- None
- Only a few (less than 23%)
- Some (23–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

Department's Instruction

12. To what extent is CAHSEE a useful tool for helping you make positive changes in your instruction?

- Not at all
- Slight extent
- Moderate extent
- Great extent

13. To what extent is CAHSEE a useful tool for helping you make positive changes in your assessment?

- Not at all
- Slight extent
- Moderate extent
- Great extent

14. To what extent do the results of CAHSEE provide useful information for making inferences about school improvement?

- Not at all
- Slight extent
- Moderate extent
- Great extent

15. To what extent have you focused on the following strategies in preparing your students for CAHSEE?

- Increasing the use of CAHSEE-like tasks in regular instruction
- Increasing the match between the content of instruction and the content of CAHSEE
- Increasing the coverage of test taking skills

- Not at all
- Slight extent
- Moderate extent
- Great extent

High School Teacher—ELA

Information on ELA Instruction that Covers California Content Standards Associated with the CAHSEE Grades 9–10

Course Specifics

1. What type of course/instructional program is this?

- Primary course in this subject at this grade
- Alternative to primary course targeted to English learners or students with disabilities
- Remediation course open to all students who have not passed the CAHSEE
- Alternative remediation course targeted to English learners or students with disabilities
- Remediation course offered to post 12th grade students who failed CAHSEE per Education Code Section 37254
- Other (please specify):

2. What is the timeframe for when this course/instructional program is offered?

(Mark all that apply)

- During regular school hours
- Before/after school course or instructional program
- Summer school course or instructional program
- Inter-session
- Other (please specify):

3. What is the duration of this course/instructional program?

- A few days
- Few weeks
- Quarter
- Trimester
- Semester
- Full school year
- Two school years

4. At what grade level are the majority of the students who take this course/instructional program?

- 9th
- 10th
- 11th
- 12th
- Other (please specify):

5. How many sections (class periods) of this course/instructional program do you teach?

Enter number.

Student Demographics of this Course

6. What is the total number of students you teach in this course/instructional program this academic year? (Include all sections)

Enter number

7. What proportion of the students enrolled in this course/instructional program are English learners?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

8. What proportion of the students enrolled in this course/instructional program receives special education services?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

9. What proportion of the students enrolled in this course/instructional program is economically disadvantaged (qualify for free or reduced-price lunch)?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

10. What proportion of the students taking this course/instructional program achieved at least basic performance on last year's corresponding STAR CST test?

- Not sure
- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

Instructional Resources for this Course

11. Do you use a primary (main) textbook for this course/instructional program?

- Yes
- No

11A. Provide the exact title of the primary textbook and author's or publisher's name.

- Title:
- Author/Publisher:
- Publication date:

11B. Approximately how much of the primary textbook do you use?

- Some (less than 40%)
- About half (40%–60%)
- Most (61–95%)
- All (96–100%)

11C. How long have you used the primary textbook (or an earlier edition of this textbook)?

- This is my first year using the text.
- This is my second year using the text.
- I have used this text 3 to 5 years.
- I have used this text more than 5 years.

12. Indicate how often you use the following supplemental materials in this course/instructional program. (*Mark all that apply*)

- Other text(s)
- Commercially prepared material(s) not computer or Internet based
- Materials you have created
- Computer-based program(s)
- Internet-based material
- District-made materials
- Materials another teacher has created

- Three to five days a week
- Once or twice a week
- Once or twice a month
- Rarely
- Never

Course Instruction

13. To what extent is CAHSEE a useful tool for helping you make positive changes in your instruction?

- Not at all
- Slight extent
- Moderate extent
- Great extent

14. To what extent is CAHSEE a useful tool for helping you make positive changes in your assessment?

- Not at all
- Slight extent
- Moderate extent
- Great extent

15. To what extent do the results of CAHSEE provide useful information for making inferences about school improvement?

- Not at all
- Slight extent
- Moderate extent
- Great extent

16. How often have you used each of the following types of activities in your English language arts classroom this year?

- Writing workshops
- Reading and analyzing novels or novellas
- Reading and analyzing short stories
- Reading and analyzing short passages
- Activities that apply reading or writing to real-life situations
- Vocabulary instruction/assessment

- Rarely, if ever
- Bi-monthly
- Monthly
- Weekly
- Daily

17. How often do you use each of the following types of assessment?

Commercial benchmark tests
Teacher-made tests
Released test items
On-demand writing
Assessments you have created
District-wide assessments
Assessments another teacher has created

Rarely, if ever
Bi-monthly
Monthly
Weekly
Daily

18. How do you use assessment results? (*Mark all that apply*)

Provide feedback to students
Modify lesson plans
Practice differential instruction
Assign to supplemental or remedial classes
Provide feedback to district
Other (please specify):

19. Indicate how you have collaborated with other teachers. (*Mark all that apply*)

Not applicable; I do not collaborate with other teachers
Align instruction across courses
Plan coverage of CAHSEE standards
Assess individual student needs
Share ideas about teaching strategies
Other (please specify):

20. How important is CAHSEE preparation relative to the other instructional goals of this course?

Of little or no importance
Somewhat important
Important, along with other goals
The most important factor in my teaching

21. To what extent have you focused on the following strategies in preparing your students for CAHSEE?

- Increasing the use of CAHSEE-like tasks in regular instruction
- Increasing the match between the content of instruction and the content of CAHSEE
- Increasing the coverage of test taking skills

- Not At All
- Slight Extent
- Moderate Extent
- Great Extent

22. What proportion of the following strands is covered in this course/instructional program as part of California's content standards associated with the CAHSEE?

- Word Analysis
- Reading Comprehension
- Literary Response and Analysis
- Writing Strategies
- Written and Oral Language Conventions
- Writing Applications

(Percentage of each)

23. To what extent do the following issues limit the overall effectiveness of this course/instructional program?

- Student attendance
- Student prerequisite knowledge or skills
- Student motivation
- English proficiency
- Parental support
- Student behaviors
- Materials/resources
- My own knowledge or experience
- My own ability to engage these students
- Master schedule limitations
- Administrative support
- Other (please specify)

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

24. Please estimate the number of students in this course or instructional program who have dropped out of school this year. (Include all sections)

Enter a number.

25. To what extent do students in this course/instructional program understand the consequences of not passing the CAHSEE?

Not at all

Slight extent

Moderate extent

Great extent

Very great extent

26. To what extent did (or will) the students in this course/instructional program receive counseling about their options for additional remediation or testing if they do not pass the CAHSEE on their next try?

Not at all

Slight extent

Moderate extent

Great extent

Very great extent

Teacher Demographics

27. What is your highest level of education?

Bachelor's degree

Some graduate school

Advanced degree (MA, EdD, PhD)

Teaching credential

Other (please specify):

28. What teaching credential(s) do you hold? (*Mark all that apply*)

General teaching credential (single subject or multiple subject); please list subject(s):

Special education credential

EL credential authorization (e.g. CLAD, ECD, SDAIE)

Emergency credential (PIP, STSP, waiver, emergency)

Intern credential

Other (please specify):

29. Indicate the major field for the teaching credential you hold.

English

Mathematics

Science

Education

Other (please specify):

30. How many total years of teaching experience do you have?

Enter a specific number.

31. How many years of experience do you have teaching this course/instructional program?

Enter a specific number.

32. In which of the following areas have you received professional development?

(Mark all that apply)

CAHSEE purpose

CAHSEE requirements

CAHSEE blueprints

California content standards

New practices or instructional strategies

Interpreting assessment and using them to guide instruction

Other (please specify):

None

High School Teacher—Mathematics

Information on Mathematics Instruction that Covers California Content Standards Associated with the CAHSEE Grades 6–7 & Algebra 1

Course Specifics

1. What type of course/instructional program is this?

- Primary course in this subject at this grade
- Alternative to primary course targeted to English learners or students with disabilities
- Remediation course open to all students who have not passed the CAHSEE
- Alternative remediation course targeted to English learners or students with disabilities
- Remediation course offered to post 12th grade students who failed CAHSEE per Education Code Section 37254
- Other (please specify):

**2. What is the timeframe for when this course/instructional program is offered?
(Mark all that apply)**

- During regular school hours
- Before/after school course or instructional program
- Summer school course or instructional program
- Inter-session breaks
- Other (please specify):

3. What is the duration of this course/instructional program?

- A few days
- A few weeks
- Quarter
- Trimester
- Semester
- Full school year
- Two school years

4. At what grade level are the majority of the students who take this course/instructional program?

- 9th
- 10th
- 11th
- 12th
- Other (please specify):

5. How many sections (class periods) of this course/instructional program do you teach?

Enter number.

Student Demographics of this Course

6. What is the total number of students you teach in this course/instructional program this academic year? (Include all sections.)

Enter number.

7. What proportion of the students enrolled in this course/instructional program are English learners?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

8. What proportion of the students enrolled in this course/instructional program receives special education services?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

9. What proportion of the students enrolled in this course/instructional program is economically disadvantaged (qualify for free or reduced-price lunch)?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

10. What proportion of the students taking this course/instructional program achieved at least basic performance on last year's corresponding STAR CST test?

- Not sure
- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

Instructional Resources for this Course

11. Do you use a primary (main) textbook for this course/instructional program?

- Yes
- No

11A. Provide the exact title of the primary textbook and author's or publisher's name.

- Title:
- Author/Publisher:
- Publication date:

11B. Approximately how much of the primary textbook do you use?

- Some (less than 40%)
- About half (40%–60%)
- Most (61–95%)
- All (96–110%)

11C. How long have you used the primary textbook (or an earlier edition of this textbook)?

- This is my first year using the text.
- This is my second year using the text.
- I have used this text 3 to 5 years.
- I have used this text more than 5 years.

12. Indicate how often you use the following supplemental materials in this course/instructional program. (*Mark all that apply*)

- Other text(s)
- Commercially prepared material(s) not computer or Internet based
- Materials you have created
- Computer-based program(s)
- Internet-based material
- District-made materials
- Materials another teacher has created

- Three to five days a week
- Once or twice a week
- Once or twice a month
- Rarely
- Never

Course Instruction

13. To what extent is CAHSEE a useful tool for helping you make positive changes in your instruction?

- Not at all
- Slight extent
- Moderate extent
- Great extent

14. To what extent is CAHSEE a useful tool for helping you make positive changes in your assessment?

- Not at all
- Slight extent
- Moderate extent
- Great extent

15. To what extent do the results of CAHSEE provide useful information for making inferences about school improvement?

- Not at all
- Slight extent
- Moderate extent
- Great extent

16. How often have you used each of the following types of problems in your mathematics classroom this year?

- Open-ended problems
- Problems that take a few days or more to complete
- Problems using manipulatives
- Problems emphasizing relationships among mathematics concepts

- Rarely, if ever
- Bimonthly
- Monthly
- Weekly
- Daily

17. How often do you use each of the following types of assessment?

Commercial benchmark tests
Teacher-made tests
Released test items
On-demand writing
Assessments you have created
District-wide assessments
Assessments another teacher has created

Rarely, if ever
Bimonthly
Monthly
Weekly
Daily

18. How do you use assessment results? (*Mark all that apply*)

Provide feedback to students
Modify lesson plans
Practice differential instruction
Assign to supplemental or remedial classes
Provide feedback to district
Other (please specify):

19. Indicate how you have collaborated with other teachers. (*Mark all that apply*)

Not applicable; I do not collaborate with other teachers
Align instruction across courses
Plan coverage of CAHSEE standards
Assess individual student needs
Share ideas about teaching strategies
Other (please specify):

20. How important is CAHSEE preparation relative to the other instructional goals of this course?

Of little or no importance
Somewhat important
Important, along with other goals
The most important factor in my teaching

21. To what extent have you focused on the following strategies in preparing your students for CAHSEE?

- Increasing the use of CAHSEE-like tasks in regular instruction
- Increasing the match between the content of instruction and the content of CAHSEE
- Increasing the coverage of test taking skills

- Not at all
- Slight extent
- Moderate extent
- Great extent

22. What proportion of the following strands is covered in this course/instructional program as part of California's content standards associated with the CAHSEE?

- Statistics, Data Analysis, and Probability
- Number Sense
- Algebra and Functions
- Measurement and Geometry
- Algebra I
- Mathematical Reasoning

(Percentage of each)

23. To what extent do the following issues limit the overall effectiveness of this course/instructional program?

- Student attendance
- Student prerequisite knowledge or skills
- Student motivation
- English proficiency
- Parental support
- Student behaviors
- Materials/resources
- My own knowledge or experience
- My own ability to engage these students
- Master schedule limitations
- Administrative support
- Other (please specify)

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

24. Please estimate the number of students in this course or instructional program who have dropped out of school this year. (Include all sections.)

Enter a number.

25. To what extent do students in this course/instructional program understand the consequences of not passing the CAHSEE?

Not at all

Slight extent

Moderate extent

Great extent

Very great extent

26. To what extent did (or will) the students in this course/instructional program receive counseling about their options for additional remediation or testing if they do not pass the CAHSEE on their next try?

Not at all

Slight extent

Moderate extent

Great extent

Very great extent

Teacher Demographics

27. What is your highest level of education?

Bachelor's degree

Some graduate school

Advanced degree (MA, EdD, PhD)

Teaching credential

Other (please specify):

28. What teaching credential(s) do you hold? (*Mark all that apply*)

General teaching credential (single subject or multiple subject); please list subject(s):

Special education credential

EL credential authorization (e.g. CLAD, ECD, SDAIE)

Emergency credential (PIP, STSP, waiver, emergency)

Intern credential

Other (please specify):

29. Indicate the major field for the teaching credential you hold.

English

Mathematics

Science

Education

Other (please specify):

30. How many total years of teaching experience do you have?

Enter a specific number.

31. How many years of experience do you have teaching this course/instructional program?

Enter a specific number.

32. In which of the following areas have you received professional development?

(Mark all that apply)

CAHSEE purpose

CAHSEE requirements

CAHSEE blueprints

California content standards

New practices or instructional strategies

Interpreting assessment and using them to guide instruction

Other (please specify):

None

High School Teacher—EL

Information on Instruction that Covers California Content Standards Associated with the CAHSEE

Course Specifics

1. In which subject area is this course/instructional program associated?

- ELA
- Mathematics
- Both ELA and mathematics
- Other (please specify):

**2. What is the timeframe for when this course/instructional program is offered?
(Mark all that apply)**

- During regular school hours
- Before/after school course or instructional program
- Summer school course or instructional program
- Inter-session breaks
- Other (please specify):

3. What is the duration of this course/instructional program?

- A few days
- A few weeks
- Quarter
- Trimester
- Semester
- Full school year
- Two school years
- Other (please specify):

4. What type of course/instructional program is this?

- Required core content course
- Intact alternative to core content course targeted to English learners
- Remediation course open to all students who have not passed the CAHSEE
- Alternative remediation course targeted to English learners
- Remediation course offered to post 12th grade students who failed CAHSEE per Education Code Section 37254
- Other (please specify):

5. What percentage of instruction in this course/instructional program is provided by a general education teacher?

- None
- Only a little (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

6. If this is an alternative/intervention course or you are acting as a resource teacher, how frequently do you collaborate with the students' core content teachers?

- More than once a week
- Once a week
- Every 2 to 3 weeks
- About once a month
- Less than once a month
- Students don't have general education core content teachers
- Not applicable

Student Demographics of this Course

7. How are students chosen for this course/instructional program? (*Mark all that apply*)

- Required core content course
- Previously did not pass the CAHSEE
- California Standards Test scores
- Pre-assessment or periodic assessment
- EL status
- Individualized Education Program decision
- Teacher nomination
- Students self-select into course
- Other (please specify):

8. At what grade level is/are the majority of the students who take this course/instructional program?

- 9th
- 10th
- 11th
- 12th
- Other (please specify):

9. To what extent are the students who began this course/instructional program prepared to pass the CAHSEE?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

10. What percentage of students in this course/instructional program has an Individualized Education Program (IEP)?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

11. What proportion of the students who take this course achieved at least basic performance on last year's corresponding STAR CST test?

- Not sure
- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

12. On average, how long have most of the students who take this course/instructional program been in the United States?

- Not sure or too variable to rate
- Less than 1 year
- 1 to 2 years
- 2 to 4 years
- More than 4 years

13. On average, how long have most of the students who take this course/instructional program been classified as English learners?

- Not sure or too variable to rate
- Less than 1 year
- 1 to 2 years
- 2 to 4 years
- More than 4 years

14. What proportion of this course/instructional program is taught in English?

- None
- Only a small amount (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

15. How many native or primary languages are represented among students in this course/instructional program?

- 1
- 2–3
- 4–5
- 6–7
- More than 7

16. What proportion of the students who take this course/instructional program is migrant/transitory?

- Not sure
- None
- Only a small amount (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

17. Please describe the English proficiency of students in this course/instructional program. (*Mark all that apply*)

- Beginning English proficiency (CELDT levels 1 or 2)
- Moderate English proficiency (CELDT levels 3 or 4)
- Advanced English proficiency (CELDT level 5)
- Reclassified fluent English proficient students (RFEP)

Course Instruction

18. To what extent is CAHSEE a useful tool for helping you make positive changes in your instruction?

- Not at all
- Slight extent
- Moderate extent
- Great extent

19. To what extent is CAHSEE a useful tool for helping you make positive changes in your assessment?

- Not at all
- Slight extent
- Moderate extent
- Great extent

20. To what extent do the results of CAHSEE provide useful information for making inferences about school improvement?

- Not at all
- Slight extent
- Moderate extent
- Great extent

21A. If English language arts content is covered in this course, how often have you used each of the following types of activities this year?

- Writing workshops
- Reading and analyzing novels or novellas
- Reading and analyzing short stories
- Reading and analyzing short passages
- Activities that apply reading or writing to real-life situations
- Vocabulary instruction/assessment

- Rarely, if ever
- Bimonthly
- Monthly
- Weekly
- Daily

21B. If math content is covered in this course, how often have you used each of the following problem types this year?

- Open-ended problems
- Problems that take a few days or more to complete
- Problems using manipulatives
- Problems emphasizing relationships among mathematics concepts

- Rarely, if ever
- Bimonthly
- Monthly
- Weekly
- Daily

22. How important is CAHSEE preparation relative to the other instructional goals of this course?

- Of little or no importance
- Somewhat important
- Important, along with other goals
- The most important factor in this course

23. To what extent have you focused on the following strategies in preparing your students for CAHSEE?

Increasing the use of CAHSEE-like tasks in regular instruction
Increasing the match between the content of instruction and the content of CAHSEE
Increasing the coverage of test taking skills

Not at all
Slight extent
Moderate extent
Great extent

24. Do you use a primary (main) textbook for this course/instructional program?

Yes
No

24A. Provide the exact title of the primary textbook and author's or publisher's name.

Title:
Author/Publisher:
Publication date:

24B. Approximately how much of the primary textbook do you use?

Some (less than 40%)
About half (40%–60%)
Most (61–95%)
All (96–100%)

24C. How long have you used the primary textbook (or an earlier edition of this textbook)?

This is my first year using the text.
This is my second year using the text.
I have used this text 3 to 5 years.
I have used this text more than 5 years.

25. Indicate how often you use the following supplemental materials in this course/instructional program.

Other text(s)
Commercially prepared material(s) not computer or Internet based
Materials you have created
Computer-based program(s)
Internet-based material
District-made materials
Materials another teacher has created

26. How often do you use each of the following types of assessment?

Commercial benchmark tests
Assessments you have created
Released test items
On-demand writing
District-wide assessments
Assessments another teacher has created

3 to 5 days a week
Once or twice a week
Once or twice a month
Rarely
Never
Not familiar with this assessment

27. How do you use assessment results? (*Mark all that apply*)

Provide feedback to students
Modify lesson plans
Practice differential instruction
Assign to supplemental or remedial classes
Provide feedback to district
Other (please specify):

28. To what extent do the following issues limit the overall effectiveness of this course/instructional program?

Student attendance
Student prerequisite knowledge or skills
Student motivation
English proficiency
Parental support
Behavioral issues in class
Materials/resources
My own knowledge or experience
My own ability in engaging these students
Other (please specify)

Not at all
Slight extent
Moderate extent
Great extent
Very great extent

29. In your opinion, to what extent do students in this course/instructional program understand the consequences of not passing the CAHSEE?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

30. To what extent did (or will) the students in this course/instructional program receive counseling about their options for additional remediation or testing if they do not pass the CAHSEE on their next try?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

31. What would help you improve your students' pass rates?

- Open-ended

Teacher Demographics

32. What is your highest level of education?

- Bachelor's degree
- Some graduate school
- Advanced degree (MA, EdD, PhD)
- Teaching credential
- Other (please specify):

33. What teaching credential(s) do you hold? (*Mark all that apply*)

- General teaching credential (single subject or multiple subject); please list subject(s):
- Special education credential
- EL credential authorization (e.g. CLAD, ECD, SDAIE)
- Emergency credential (PIP, STSP, waiver, emergency)
- Intern credential
- Other (please specify):

34. How many total years of experience do you have teaching?

- Enter number.

35. How many total years of experience do you have teaching English learners?

- Enter number.

36. How many total years of experience do you have teaching this course/instructional program?

- Enter number.

**37. In which of the following areas have you received professional development?
(Mark all that apply)**

- CAHSEE purpose
- CAHSEE requirements
- CAHSEE blueprints
- California content standards
- New practices or instructional strategies
- Interpreting assessment results and using them to guide instruction
- Other (please specify):
- None

High School Teacher—SD

***Information on Instruction that Covers
California Content Standards Associated with the CAHSEE***

Course Specifics

1. In which subject area is this course/instructional program associated?

- ELA
- Mathematics
- Both ELA and mathematics
- Other (please specify):

2. When is this course/instructional program offered? (*Mark all that apply*)

- During regular school hours
- Before/after school course or instructional program
- Summer school course or instructional program
- Inter-session breaks
- Other (please specify):

3. What is the duration of this course/instructional program?

- A few days
- A few weeks
- Quarter
- Trimester
- Semester
- Full school year
- Two school years
- Other (please specify):

4. What type of course/instructional program is this?

- Required core content course
- Intact alternative to core content course targeted to students with disabilities
- Remediation course open to all students who have not passed the CAHSEE
- Alternative remediation course targeted to students with disabilities
- Remediation course offered to post 12th grade students who failed CAHSEE per Education Code Section 37254
- Other (please specify):

5. What percentage of instruction in this course/instructional program is provided by a general education teacher?

- None
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

6. If this is an alternative/intervention course or you are acting as a resource teacher, how frequently do you collaborate with the students' core content teachers?

- More than once a week
- Once a week
- Every 2 to 3 weeks
- About once a month
- Less than once a month
- Students don't have general education core content teachers
- Not applicable

7. What service model is used to deliver this course/instructional program?

- Self-contained
- Pull-out
- Inclusion/collaborative
- Other (please specify):

8. How are students chosen for this course/instructional program? (*Mark all that apply*)

- Required core content course
- Previously did not pass the CAHSEE
- California Standards Test scores
- Pre-assessment or periodic assessment
- EL status
- Individualized Education Program decision
- Teacher nomination
- Students self-select into course
- Other (please specify):

Student Demographics of this Course

9. What percentage of students in this course/instructional program has an Individualized Education Program (IEP)?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

10. At what grade level are the majority of the students who take this course/instructional program?

- 9th
- 10th
- 11th
- 12th
- Other (please specify):

11. To what extent are the students who began this course/instructional program prepared to pass the CAHSEE?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

12. What proportion of the students enrolled in this course/instructional program are English learners (EL)?

- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

13. What proportion of the students who take this course achieved at least basic performance on last year's corresponding STAR CST test?

- Not sure
- None
- Only a few (less than 25%)
- Some (25–50%)
- More than half (51–74%)
- Most (75–90%)
- Nearly all (more than 90%)

Course Instruction

14. To what extent is CAHSEE a useful tool for helping you make positive changes in your instruction?

- Not at all
- Slight extent
- Moderate extent
- Great extent

15. To what extent is CAHSEE a useful tool for helping you make positive changes in your assessment?

- Not at all
- Slight extent
- Moderate extent
- Great extent

16. To what extent do the results of CAHSEE provide useful information for making inferences about school improvement?

- Not at all
- Slight extent
- Moderate extent
- Great extent

17A. If English language arts content is covered in this course, how often have you used each of the following types of activities this year?

- Writing workshops
- Reading and analyzing novels or novellas
- Reading and analyzing short stories
- Reading and analyzing short passages
- Activities that apply reading or writing to real-life situations
- Vocabulary instruction/assessment

- Rarely, if ever
- Bimonthly
- Monthly
- Weekly
- Daily

17B. If math content is covered in this course, how often have you used each of the following problem types this year?

- Open-ended problems
- Problems that take a few days or more to complete
- Problems using manipulatives
- Problems emphasizing relationships among mathematics concepts

- Rarely, if ever
- Bimonthly
- Monthly
- Weekly
- Daily

18. How important is CAHSEE preparation relative to the other instructional goals of this course?

- Of little or no importance
- Somewhat important
- Important, along with other goals
- The most important factor in this course

19. To what extent have you focused on the following strategies in preparing your students for CAHSEE?

Increasing the use of CAHSEE-like tasks in regular instruction
Increasing the match between the content of instruction and the content of CAHSEE
Increasing the coverage of test taking skills

Not at all
Slight extent
Moderate extent
Great extent

20. Do you use a primary (main) textbook for this course/instructional program?

Yes
No

20A. Provide the exact title of the primary textbook and author's or publisher's name.

Title:
Author/Publisher:
Publication date:

20B. Approximately how much of the primary textbook do you use?

Some (less than 40%)
About half (40%–60%)
Most (61–95%)
All (96–100%)

20C. How long have you used the primary textbook (or an earlier edition of this textbook)?

This is my first year using the text.
This is my second year using the text.
I have used this text 3 to 5 years.
I have used this text more than 5 years.

21. Indicate how often you use the following supplemental materials in this course/instructional program.

Other text(s)
Commercially prepared material(s) not computer or Internet based
Materials you have created
Computer-based program(s)
Internet-based material
District-made materials
Materials another teacher has created

22. How often do you use each of the following types of assessment?

Commercial benchmark tests
Assessments you have created
Released test items
On-demand writing
District-wide assessments
Assessments another teacher has created

3 to 5 days a week
Once or twice a week
Once or twice a month
Rarely
Never
Not familiar with this assessment

23. How do you use assessment results? (*Mark all that apply*)

Provide feedback to students
Modify lesson plans
Practice differential instruction
Assign to supplemental or remedial classes
Provide feedback to district
Other (please specify):

24. To what extent do the following issues limit the overall effectiveness of this course/instructional program?

Student attendance
Student prerequisite knowledge or skills
Student motivation
English proficiency
Parental support
Behavioral issues in class
Materials/resources
My own knowledge or experience
My own ability in engaging these students
Other (please specify)

Not at all
Slight extent
Moderate extent
Great extent
Very great extent

25. In your opinion, to what extent do students in this course/instructional program understand the consequences of not passing the CAHSEE?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

26. To what extent did (or will) the students in this course/instructional program receive counseling about their options for additional remediation or testing if they do not pass the CAHSEE on their next try?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

27. What would help you improve your students' pass rates?

- Open-ended

Teacher Demographics

28. What is your highest level of education?

- Bachelor's degree
- Some graduate school
- Advanced degree (MA, EdD, PhD)
- Teaching credential
- Other (please specify):

29. What teaching credential(s) do you hold? (*Mark all that apply*)

- General teaching credential (single subject or multiple subject); please list subject(s):
- Special education credential
- EL credential authorization (e.g. CLAD, ECD, SDAIE)
- Emergency credential (PIP, STSP, waiver, emergency)
- Intern credential
- Other (please specify):

30. How many total years of experience do you have teaching?

- Enter number.

31. How many total years of experience do you have teaching students with disabilities?

- Enter number.

32. How many total years of experience do you have teaching this course/instructional program?

- Enter number.

**33. In which of the following areas have you received professional development?
(Mark all that apply)**

- CAHSEE purpose
- CAHSEE requirements
- CAHSEE blueprints
- California content standards
- New practices or instructional strategies
- Interpreting assessment results and using them to guide instruction
- Other (please specify):
- None

APPENDIX E: INSTRUCTION STUDY SURVEY RESPONSE FREQUENCIES

This appendix contains frequency distributions of responses for each of the surveys seen in Appendix B (see Volume 2). The results are reported and interpreted in chapters 7 and 8. The survey item number, if applicable, is shown in parentheses following each table title. The letters identify the type of respondent; for example P=principal, TELA=teacher of English language arts, DHM=department head, math, and so on.

High School Principal

Table E.1. Rate Your Familiarity with California's English Language Arts Content Standards. (P1)

Principal familiarity with ELA standards	Frequency	Valid Percent
Somewhat familiar	35	25.9
Familiar	61	45.2
Very familiar	39	28.9
Total	135	100.0

Table E.2. How Complete Was Your School's Integration of the California Content Standards Contained in the Blueprints Adopted for CAHSEE for English Language Arts from Before 2006 to 2008/09? (P2)

Integration of ELA CAHSEE standards in the school	Frequency in 2008/2009	Percent in 2008/09 (n=132)	Percent in 2007/08 (n=130)	Percent in 2006/07 (n=130)	Percent before 2006 (n=131)
Do not know	2	1.5	7.7	13.1	24.4
Little (less than 40%)	1	.8	.8	6.2	16.8
Partially complete (40%-60%)	3	2.3	13.1	24.6	25.2
Mostly complete (61% - 95%)	51	38.6	36.9	33.1	20.6
Complete (96% - 100%)	75	56.8	41.5	23.1	13.0
Total	132	100.0	100.0	100.0	100.0

Table E.3. Rate Your Familiarity with California's Mathematics Content Standards. (P3)

Familiarity with math standards	Frequency	Valid Percent
Not familiar	1	.8
Somewhat familiar	34	25.8
Familiar	60	45.5
Very familiar	37	28.0
Total	132	100.0

Table E.4. How Complete Was Your School's Integration of the California Content Standards Contained in the Blueprints Adopted for Math CAHSEE from Before 2006 to 2008/09? (P4)

Integration of math CAHSEE standards in the school	Frequency in 2008/2009	Percent in 2008/09 (n=131)	Percent in 2007/08 (n=130)	Percent in 2006/07 (n=130)	Percent before 2006 (n=130)
Do not know	2	1.5	9.2	14.6	23.8
Little (less than 40%)	1	.8	1.5	7.7	14.6
Partially complete (40%-60%)	5	3.8	12.3	20.8	25.4
Mostly complete (61% - 95%)	53	40.5	38.5	30.8	23.1
Complete (96% - 100%)	70	53.4	38.5	26.2	13.1
Total	131	100.0	100.0	100.0	100.0

Table E.5. What Kind of Systems Do You Use to Monitor Progress Toward and Report Student Proficiency Levels on the California Academic Content Standards Associated With the CAHSEE? (P5)

Systems to monitor progress toward proficiency	Frequency	Valid Percent
District-based tracking/assessment system	102	75.0
School-based tracking/assessment system	76	55.9
Department-based (ELA or Math) tracking/assessment system	63	46.3
Individual teachers keep track of mastery	78	57.4
Vendor-provided system	37	27.2
Not applicable	5	3.7
Other	5	3.5

Table E.6. What Kind of Systems Do You Use to Monitor Progress Toward and Report Student Proficiency Levels on the California Academic Content Standards Associated With the CAHSEE? (Other, Please Specify) (P5)

Other systems to monitor progress toward proficiency	Frequency	Valid Percent
AIMSweb	1	0.7
Combination of dept.-based, school-based and district tracking	1	0.7
Edusoft	1	0.7
Results are uploaded in our AERIES database system; also use DataDirector	1	0.7
STAR	1	0.7

Table E.7. How Developed Are Systems at Your School to Coordinate Coverage of the California Academic Content Standards Associated with the CAHSEE Between Schools and Between Departments? (P6)

Development of coverage coordination	Percent between Elementary, Middle, and HS (n=129)	Percent between Middle and HS (n=130)	Percent between Special Ed and General Ed (n=131)	Percent between EL Development/ General Education n=(129)	Percent between Alternative and General Ed (n=127)
Not applicable	16.3	4.6	.8	0.0	21.3
Not developed	33.3	12.3	6.1	5.3	16.5
Partially developed	38.8	58.5	54.2	57.3	46.5
Fully developed	11.6	24.6	38.9	37.4	15.7
Total	100.0	100.0	100.0	100.0	100.0

Table E.8. Do You Have Regular Articulation Meetings With Your Feeder Middle School(s)? (P7)

Regular articulation meetings with feeder middle school(s)	Frequency	Valid Percent
Yes, with all of them	38	29.0
Yes, with some of them	24	18.3
No	56	42.7
Does not apply to our situation	13	9.9
Total	131	100.0

Table E.9. To What Extent Is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Instruction? (P8)

CAHSEE made positive changes to instruction	Frequency	Valid Percent
Not at all	5	3.8
Slight extent	46	35.4
Moderate extent	51	39.2
Great extent	28	21.5
Total	130	100.0

Table E.10. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Assessment? (P9)

CAHSEE made positive changes to assessment	Frequency	Valid Percent
Not at all	4	3.1
Slight extent	44	33.8
Moderate extent	57	43.8
Great extent	25	19.2
Total	130	100.0

Table E.11. To What Extent Do the Results of CAHSEE Provide Useful Information for Making Inferences About School Improvement? (P10)

CAHSEE provides useful information	Frequency	Valid Percent
Not at all	3	2.3
Slight extent	37	28.5
Moderate extent	57	43.8
Great extent	33	25.4
Total	130	100.0

Table E.12. To What Extent Have You Focused on Using Various Strategies in Preparing Your Students for CAHSEE? (P11)

Focus on various strategies	Increasing use of CAHSEE-like tasks in instruction (n=130)	Increasing match between instruction and CAHSEE content (n=130)	Increasing coverage of test-taking skills (n=130)
Not at all	.8	.8	1.5
Slight extent	13.1	9.2	20.0
Moderate extent	47.7	40.8	50.8
Great extent	38.5	49.2	27.7
Total	100.0	100.0	100.0

Table E.13. How Effective Is Your District-Wide CAHSEE Preparation at Improving CAHSEE Scores for Students at Risk of Not Passing? (P12)

Effectiveness of District-Wide CAHSEE program	Frequency	Valid Percent
Minimally effective	31	25.6
Effective	51	42.1
Very effective	25	20.7
Extremely effective	14	11.6
Total	121	100.0

Table E.14. Are CAHSEE Intervention/Remediation Courses [(e.g. Measuring Up, Destination Math California Intervention (Riverdeep Inc. LLC)] Used at Your School? (P13)

Provide CAHSEE intervention/remediation courses	Frequency	Valid Percent
Yes, for sophomores, juniors, and seniors	51	39.2
Yes, for juniors and seniors	62	47.7
Yes, for seniors only	3	2.3
Not applicable: we do not have CAHSEE intervention courses	14	10.8
Total	130	100.0

Table E.15. Which Mode(s) Does Your School Use to Deliver CAHSEE Intervention and Remediation Courses? (P13A)

Modes to deliver CAHSEE intervention/remediation courses	Frequency	Percent
Web-based in classroom setting	44	32.4
Distance learning	6	4.4
Traditional textbook	88	64.7
Software programs	61	44.9
Textbook with CD/online supplement	36	26.5
One-on-one tutorial	69	50.7
Ability-based small groups	63	46.3
Computer-based instruction	47	34.6
Targeted individualized instruction (computer-based)	34	25.0
Targeted individualized instruction (traditional)	86	63.2
Other	5	3.7

Table E.16. How Frequently Do You Observe Instruction in a CAHSEE ELA Intervention or Remediation Class? (P13B)

Frequency of principal observation - ELA	Frequency	Valid Percent
Weekly	31	27.0
Monthly	40	34.8
Quarterly	29	25.2
Annually	6	5.2
Never	4	3.5
Not applicable	5	4.3
Total	115	100.0

Table E.17. How Frequently Do You Observe Instruction in a CAHSEE Mathematics Intervention or Remediation Class? (P13C)

Frequency of principal observation - Math	Frequency	Valid Percent
Weekly	32	27.6
Monthly	43	37.1
Quarterly	29	25.0
Annually	7	6.0
Never	4	3.4
Not applicable	1	.9
Total	116	100.0

Table E.18. To What Extent Have CAHSEE Intervention and Remediation Courses Helped Prevent Students From Dropping Out of Your School? (P13D)

Extent intervention/remediation courses prevent drop out	Frequency	Valid Percent
Not at all	7	6.1
Slight extent	27	23.5
Moderate extent	43	37.4
Great extent	33	28.7
Very great extent	5	4.3
Total	115	100.0

Table E.19. Which Mode(s) Does Your School Use to Deliver CAHSEE Core Courses (e.g., Algebra 1, English – Grade 9)? (P14)

Modes to deliver CAHSEE core courses	Frequency	Percent
Web-based in classroom setting	26	19.1
Distance learning	7	5.1
Traditional textbook	116	85.3
Software programs	51	37.5
Textbook with CD/online supplements	46	33.8
One-on-one tutorial	58	42.6
Ability-based small groups	59	43.4
Computer-based instruction	38	27.9
Targeted computer-based individualized instruction	32	23.5
Targeted traditional individualized instruction (traditional)	85	62.5
Other	3	2.2

Table E.20. What Other Mode(s) Does Your School Use to Deliver CAHSEE Core Courses (e.g., Algebra 1, English – Grade 9)? (Other, Please Specify) (P14)

Other modes to deliver CAHSEE core courses	Frequency	Valid Percent
Classes	1	0.7
See previous page	1	0.7
We don't have a specific prep class for CAHSEE	1	0.7

Table E.21. What Programs/Systems Does Your School Have in Place to Provide Additional Academic Support to Students with Disabilities? (P15)

Programs/Systems for SWD	Frequency	Percent
Self-contained pullout	78	57.4
Inclusion	77	56.6
Inclusion with additional support/tutorial class	100	73.5
After-school tutorial	89	65.4
Response to intervention (Rtl) model	46	33.8
Other	10	7.4

Table E.22. What Programs/Systems Does Your School Have in Place to Provide Additional Academic Support to EL Students? (P16)

Programs/Systems for EL	Frequency	Percent
English language development (ELD) class	109	80.1
SDAIE class/sheltered content-area class	95	69.9
Regular academic class with additional support/tutorial	98	72.1
After-school tutorial	92	67.6
N/A, no programs/sys to provide EL with additional support	2	1.5
Other	4	2.9

Table E.23. To What Extent Do Students in Your School Understand the Consequences of Not Passing the CAHSEE? (P17)

Students' understanding of consequences	Frequency	Valid Percent
Moderate extent	1	0.8
Great extent	26	20.2
Very great extent	102	79.1
Total	129	100.0

Table E.24. To What Extent Do Students in Your School Receive Counseling About Their Options for Additional Remediation Should They Not Pass the CAHSEE on Their Next Try? (P18).

Student counseling regarding options	Frequency	Valid Percent
Not at all	1	.8
Slight extent	2	1.6
Moderate extent	15	11.6
Great extent	47	36.4
Very great extent	64	49.6
Total	129	100.0

Table E.25. To What Extent Are You Informed About State Resources to Support the CAHSEE (e.g., Money, Intervention Materials)? (P20)

Extent informed about state resources	Frequency	Valid Percent
Not at all	1	.8
Slight extent	10	7.9
Moderate extent	50	39.4
Great extent	47	37.0
Very great extent	19	15.0
Total	127	100.0

Table E.26. Have You Ever Applied for CAHSEE Intensive Instruction (CII) Funding for Students Who Have Not yet Passed? (P21)

Applied for CII funding?	Frequency	Valid Percent
Yes	51	40.8
No	74	59.2
Total	125	100.0

Table E.27. On Average, How Many Hours of Instruction per Quarter (10 Weeks) Did Your School Provide to Each Student Because of These Funds? (P21A)

Hours of instruction per quarter per student	Frequency	Valid Percent
Less than 20 hours	5	10.0
20-49 hours	19	38.0
50-79 hours	16	32.0
80-100 hours	6	12.0
More than 100 hours	4	8.0
Total	50	100.0

Table E.28. What Percentage of Your School's Administrators Have Participated in Either the AB 75 or AB 430 Principal Professional Development Institutes? (P22)

Percentage of administrators who have participated in either AB 75 or AB 430	Frequency	Valid Percent
Not sure	19	15.2
None	10	8.0
Only a few (less than 23%)	6	4.8
Some (23-50%)	10	8.0
More than half (51-74%)	19	15.2
Most (75-90%)	26	20.8
Nearly all (more than 90%)	35	28.0
Total	125	100.0

Table E.29. Have Teachers at Your School Been Offered Training on Administering the CAHSEE With Accommodations and Modifications? (P23)

Teachers at school offered training in administering the CAHSEE with accommodations and modifications?	Frequency	Valid Percent
Yes	108	87.1
No	16	12.9
Total	124	100.0

High School Department Head—ELA Frequency Distributions

Table E.30. Primary Courses, Supplemental Courses and Intervention Programs

	First offered					Number of Sections in 2008/09									
	before 2005	2005/06	2006/07	2007/08	2008/09	1	2	3	4	5	6	7	8	9+	
ELA Primary and Supplemental Courses															
American Literature (2105)	51	2	2	0	3	1	5	1	3	5	4	0	3	31	
Basic English/Language Arts (proficiency development) (2102)	32	2	6	1	3	5	7	7	4	2	2	3	2	9	
Composition (2113)	12	0	3	1	4	4	3	0	2	2	0	0	1	7	
Comprehensive English (2101)	14	1	1	0	2	1	1	0	1	1	0	0	1	12	
English 9 (2130)	94	3	3	1	4	2	1	3	4	7	2	2	3	75	
English 10 (2131)	94	3	3	1	4	1	1	5	4	3	7	1	4	73	
English 11 (2132)	85	2	3	2	5	2	5	3	4	5	2	3	1	66	
English 12 (2133)	78	3	2	1	6	1	4	2	6	8	2	2	2	58	
English Language Development (2110)	59	5	2	3	2	8	8	8	10	8	6	5	2	14	
English Literature (2106)	25	1	1	1	0	0	6	3	3	1	1	1	3	10	
Ethnic Literature (2107)	7	3	1	0	0	2	4	0	1	0	0	0	0	4	
Language Structure/Language Arts (2116)	6	1	0	0	0	1	0	1	1	0	0	0	0	5	
Reading (state-funded Miller-Unruh Specialist) (2120)	5	1	2	0	0	0	3	2	1	0	1	0	1	0	
Reading Improvement/Developmental Reading/Reading Recovery (2100)	19	3	9	3	5	6	9	4	6	2	3	1	2	8	
World Literature (2108)	15	2	1	1	0	1	0	3	0	1	2	0	1	11	
Other Literature (2109)	8	1	1	0	1	2	1	1	0	0	1	1	0	5	
Standards Review (2198)	8	8	7	4	0	4	7	3	5	0	2	0	0	7	
ELA Intervention Programs															
Language! A Literacy Intervention Curriculum (Glencoe/McGraw-hill/Sopris West)	11	4	5	0	2	4	0	6	2	3	0	0	1	4	
High Point - Reading Intervention for English Learners (Hampton Brown)	15	4	3	4	2	4	6	5	4	1	1	1	1	4	
Read 180 (Scholastic)	6	5	7	8	3	4	6	3	2	2	6	1	1	4	
SRA/Research Program (SRA/McGraw-Hill)	4	1	2	1	1	3	1	1	0	1	1	1	0	0	
Fast Track Reading Program (Wright Group/McGraw-Hill)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Measuring Up	3	0	6	7	4	4	4	2	5	0	0	0	0	3	
CAHSEE Boot Camp	5	5	12	3	6	10	8	1	4	1	2	1	0	3	

Table E.31. How Many Full-time Teachers Work in Your Department? (DHELA1)

	N	Minimum	Maximum	Mean	Std. Deviation
How many full-time teachers work in your dept?	102	1	36	14.83	8.141

Table E.32. To What Extent Are Teachers in Your Department Experienced in Teaching California's ELA Content Standards Assessed by the CAHSEE? (DHELA2)

Extent teachers are experienced in teaching CAHSEE ELA standards	Frequency	Valid Percent
Slight extent	1	.9
Moderate extent	15	14.2
Great extent	54	50.9
Very great extent	36	34.0
Total	106	100.0

Table E.33. How Many Teachers in Your Department Have a Full ELA Credential? (DHELA3)

Full Credential?	Frequency	Valid Percent
None	2	1.9
Only a few (less than 25%)	3	2.9
Some (25-50%)	3	2.9
More than half (51-74%)	4	3.8
Most (75-90%)	15	14.3
Nearly all (more than 90%)	78	74.3
Total	105	100.0

Table E.34. How Many of Your Intervention Programs/Courses Are Taught by Fully Credentialed ELA Teachers? (DHELA4)

Percentage of Intervention programs/courses taught by fully credentialed ELA teachers	Frequency	Valid Percent
None	7	6.7
Only a few (less than 25%)	5	4.8
Some (25-50%)	4	3.8
More than half (51-74%)	6	5.8
Most (75-90%)	11	10.6
Nearly all (more than 90%)	71	68.3
Total	104	100.0

Table E.35. How Many Teachers in Your Department Only Have an Emergency-type ELA Credential (e.g., PIP, STSP, Waiver)? (DHELA5)

Working with only an emergency-type ELA credential	Frequency	Valid Percent
None	76	72.4
Only a few (less than 25%)	26	24.8
Some (25-50%)	1	1.0
More than half (51-74%)	1	1.0
Nearly all (more than 90%)	1	1.0
Total	105	100.0

Table E.36. How Would You Characterize the Experience of the Teachers who Teach the Primary and Supplemental Programs You Listed Earlier? (DHELA6)

Experience of primary/supplemental program teachers	Frequency	Valid Percent
A few have more than 5 years experience	11	10.5
About half have 5 or more years experience	20	19.0
Most have 5 or more years experience	70	66.7
Not applicable	4	3.8
Total	105	100.0

Table E.37. How Would You Characterize the Experience of the Teachers Who Teach the Intervention Programs You Listed Earlier? (DHELA7).

Experience of intervention program teachers	Frequency	Valid Percent
A few have more than 5 years experience	14	13.5
About half have 5 or more years experience	13	12.5
Most have 5 or more years experience	61	58.7
Not applicable	16	15.4
Total	104	100.0

Table E.38. What Proportion of the Teachers Within Your School's ELA Department Participated in ELA-related Professional Development Designed to Help Them Teach the California Content Standards Associated with the CAHSEE? (DHELA8)

Percentage teacher participation in CAHSEE standards professional development	Frequency	Valid Percent
Not sure	31	29.5
None	2	1.9
Only a few (less than 25%)	11	10.5
Some (25-50%)	16	15.2
More than half (51-74%)	6	5.7
Most (75-90%)	9	8.6
Nearly all (more than 90%)	30	28.6
Total	105	100.0

Table E.39. What Percentage of Your School's ELA Teachers Have Participated in an SB 472 (AB 466) English Language Arts Professional Development Institute? (DHELA9)

Percentage teacher participation in SB 472 (AB 466) ELA Professional Development Institute	Frequency	Valid Percent
Not sure	45	42.9
None	17	16.2
Only a few (less than 25%)	9	8.6
Some (25-50%)	8	7.6
More than half (51-74%)	3	2.9
Most (75-90%)	5	4.8
Nearly all (more than 90%)	18	17.1
Total	105	100.0

Table E.40. What Percentage of Students in Special Education Receives Their ELA Instruction in a General Education Environment AND From Teachers Who Are Authorized to Teach Special Education Students? (DHELA10)

Percentage of Students in special education receives their ELA instruction in a general education environment and from teachers who are authorized to teach special education students	Frequency	Valid Percent
Not sure	39	37.9
None	6	5.8
Only a few (less than 25%)	9	8.7
Some (25-50%)	9	8.7
More than half (51-74%)	8	7.8
Most (75-90%)	20	19.4
Nearly all (more than 90%)	12	11.7
Total	103	100.0

Table E.41. What Percentage of EL Students Receives Their ELA Instruction in a General Education Environment AND From Teachers Who Are Authorized to Teach English Learners? (DHELA11)

Percentage of EL students receives their ELA instruction in a general education environment and from teachers who are authorized to teach English learners	Frequency	Valid Percent
Not sure	12	15.6
None	1	1.3
Only a few (less than 25%)	4	5.2
Some (25-50%)	2	2.6
More than half (51-74%)	8	10.4
Most (75-90%)	11	14.3
Nearly all (more than 90%)	39	50.6
Total	77	100.0

Table E.42. To What Extent Is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Instruction?(DHELA12)

Extent Is CAHSEE a useful tool for helping make positive changes in instruction	Frequency	Valid Percent
Not at all	12	15.4
Slight extent	20	25.6
Moderate extent	28	35.9
Great extent	18	23.1
Total	78	100.0

Table E.43. To What Extent Is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Assessment? (DHELA13)

Extent Is CAHSEE a useful tool for helping make positive changes in assessment	Frequency	Valid Percent
Not at all	10	12.7
Slight extent	23	29.1
Moderate extent	31	39.2
Great extent	15	19.0
Total	79	100.0

Table E.44. To What Extent Do the Results of CAHSEE Provide Useful Information for Making Inferences About School Improvement? (DHELA14)

Extent CAHSEE provides useful Information for Making Inferences About School Improvement	Frequency	Valid Percent
Not at all	6	7.6
Slight extent	22	27.8
Moderate extent	32	40.5
Great extent	19	24.1
Total	79	100.0

Table E.45. To What Extent Have You Focused on Using Various Strategies in Preparing Your Students for CAHSEE? (DHELA15)

Extent focus on using various strategies	Increasing CAHSEE-like tasks in regular instruction (n=79)	Increasing match between instruction and CAHSEE content (n=79)	Increasing test-taking skills (n=79)
Not at all	6.3	3.8	2.5
Slight extent	12.7	19.0	22.8
Moderate extent	45.6	45.6	40.5
Great extent	35.4	31.6	34.2
Total	100.0	100.0	100.0

High School Department Head—Mathematics Frequency Distributions

Table E46. Primary Courses, Supplemental Courses, and Intervention Programs

	First offered					Number of Sections in 2008/09								
	before 2005	2005/06	2006/07	2007/08	2008/09	1	2	3	4	5	6	7	8	9+
Math Primary and Supplemental Courses														
Beginning Algebra/Algebra 1 (one year course) (2403)	119	6	1	3	4	1	6	5	5	8	4	4	5	92
Beginning Algebra Part I (first year of a two year course) (2428)	40	3	3	1	4	6	5	5	3	9	3	2	3	12
Beginning Algebra Part II (second year of a two year course) (2429)	38	3	2	2	3	3	6	1	9	10	1	3	3	12
General Mathematics/Basic Mathematics/Vocational Mathematics (2400)	30	3	2	4	1	9	8	7	4	4	1	0	0	4
Geometry (2413)	123	6	1	0	4	4	0	2	2	6	10	3	9	93
Integrated Math I (college preparatory) (2435)	11	2	1	3	4	2	3	2	8	2	2	1	0	0
Integrated Math II (college preparatory) (2426)	8	2	0	0	3	2	3	3	2	0	0	0	0	0
Intermediate Algebra/Algebra II (2404)	106	6	1	1	3	5	1	4	8	8	9	4	9	69
Pre-Algebra (2424)	35	3	1	4	4	10	6	1	6	5	1	2	2	11
Remedial Mathematics/Proficiency Development (2402)	20	4	12	10	8	16	16	5	7	2	2	0	0	4
Algebra Support (2498)	19	8	12	13	11	10	14	9	8	8	7	1	1	4
Math Intervention Programs														
Odyssey Focus Math (CompassLearning, Inc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
California Math Triumphs (Glencoe/McGraw-Hill)	0	0	0	0	1	1	0	0	0	0	0	0	0	0
California Fast Forward Math (Harcourt/Holt, Harcourt School Publishers)	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Momentum Math (Kaplan K-12 Learning Services)	1	0	0	0	1	0	1	0	0	0	0	0	0	1
Destination Math California Intervention (Riverdeep Inc. LLC)	0	1	2	0	0	1	1	0	0	0	0	0	0	1
SRA Number Worlds (SRA/McGraw-Hill)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pinpoint (Wright Group/McGraw-Hill)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Measuring Up	2	3	7	12	8	9	7	3	4	1	2	0	2	3
CAHSEE Boot Camp	6	3	4	5	5	9	6	1	1	1	0	0	0	4

Table E.47. How Many Full-time Teachers Work in Your Department? (DHM1)

	N	Minimum	Maximum	Mean	Std. Deviation
Full-time teachers in your department	135	1	41	12.62	6.037

Table E.48. To What Extent Are Teachers in Your Department Experienced in Teaching California’s Mathematics Content Standards Assessed by the CAHSEE? (DHM2)

Experience teaching math standards	Frequency	Valid Percent
Not at all	1	.7
Slight extent	3	2.2
Moderate extent	36	26.5
Great extent	57	41.9
Very great extent	39	28.7
Total	136	100.0

Table E.49. How Many Teachers in your Department Have a Full Mathematics Credential? (DHM3)

Teachers with full mathematics credential	Frequency	Valid Percent
None	2	1.5
Only a few (less than 25%)	4	2.9
Some (25-50%)	11	8.1
More than half (51-74%)	19	14.0
Most (75-90%)	39	28.7
Nearly all (more than 90%)	61	44.9
Total	136	100.0

Table E.50. How Many of Your Intervention Programs/Courses are Taught by Fully Credentialed Mathematics Teachers? (DHM4)

Intervention programs/courses taught by fully credentialed mathematics teachers	Frequency	Valid Percent
None	11	8.3
Only a few (less than 25%)	15	11.4
Some (25-50%)	10	7.6
More than half (51-74%)	12	9.1
Most (75-90%)	13	9.8
Nearly all (more than 90%)	71	53.8
Total	132	100.0

Table E.51. How Many Teachers in Your Department Have Only an Emergency-type Mathematics Credential (e.g., PIP, STSP, Waiver)? (DHM5)

Teachers with emergency math credentials	Frequency	Valid Percent
None	100	74.1
Only a few (less than 25%)	29	21.5
Some (25-50%)	5	3.7
More than half (51-74%)	1	0.7
Total	135	100.0

Table E.52. How Would You Characterize the Experience of the Teachers Who Teach the Primary and Supplemental Programs You Listed Earlier? (DHM6)

Experience of teachers who teach primary and supplemental programs	Frequency	Valid Percent
A few have 5 or more years teaching experience	11	8.1
About half have 5 or more years teaching experience	32	23.7
Most have 5 or more years teaching experience	90	66.7
Not applicable	2	1.5
Total	135	100.0

Table E.53. How Would You Characterize the Experience of the Teachers Who Teach the Intervention Programs You Listed Earlier? (DHM7)

Experience of teachers who teach intervention programs	Frequency	Valid Percent
A few have 5 or more years experience	18	13.3
About half have 5 or more years experience	19	14.1
Most have 5 or more years experience	79	58.5
Not applicable	19	14.1
Total	135	100.0

Table E.54. What Proportion of the Teachers Within Your School's Mathematics Department Participated in Mathematics-related Professional Development Designed to Help Them Teach the California Content Standards Associated with the CAHSEE? (DHM8)

Teachers who participated in CAHSEE standards professional development	Frequency	Valid Percent
None	30	22.2
Only a few (less than 25%)	12	8.9
Some (25-50%)	23	17.0
More than half (51-74%)	31	23.0
Most (75-90%)	4	3.0
Nearly all (more than 90%)	21	15.6
Not applicable	14	10.4
Total	135	100.0

Table E.55. What Percentage of Your School's Mathematics Teachers Have Participated in an SB 472 (AB 466) Mathematics Professional Development Institute? (DHM9)

Teachers who participated in SB 472 (AB 466)	Frequency	Valid Percent
None	58	43.0
Only a few (less than 25%)	20	14.8
Some (25-50%)	15	11.1
More than half (51-74%)	14	10.4
Most (75-90%)	11	8.1
Nearly all (more than 90%)	5	3.7
Not applicable	12	8.9
Total	135	100.0

Table E.56. What Percentage of Students in Special Education Receives Their Mathematics Instruction in a General Education Environment AND From Teachers who are Authorized to Teach Special Education Students? (DHM10)

Percentage of students in special education receives their mathematics instruction in a general education environment and from teachers who are authorized to teach special education students	Frequency	Valid Percent
None	47	35.1
Only a few (less than 25%)	8	6.0
Some (25-50%)	18	13.4
More than half (51-74%)	16	11.9
Most (75-90%)	14	10.4
Nearly all (more than 90%)	12	9.0
Not applicable	19	14.2
Total	134	100.0

Table E.57. What Percentage of EL Students Receives Their Mathematics Instruction in a General Education Environment AND From Teachers who are Authorized to Teach English Learners? (DHM11)

Percentage of EL students receives their mathematics instruction in a general education environment AND from teachers who are authorized to teach English learners	Frequency	Valid Percent
None	27	20.0
Only a few (less than 25%)	4	3.0
Some (25-50%)	4	3.0
More than half (51-74%)	7	5.2
Most (75-90%)	6	4.4
Nearly all (more than 90%)	27	20.0
Not applicable	60	44.4
Total	135	100.0

Table E.58. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Instruction? (DHM12)

Extent CAHSEE is a useful tool for helping you make positive changes in instruction	Frequency	Valid Percent
Not at all	33	24.4
Slight extent	52	38.5
Moderate extent	40	29.6
Great extent	10	7.4
Total	135	100.0

Table E.59. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Assessment? (DHM13)

Extent CAHSEE is a useful tool for helping you make positive changes in assessment	Frequency	Valid Percent
Not at all	32	23.7
Slight extent	54	40.0
Moderate extent	38	28.1
Great extent	11	8.1
Total	135	100.0

Table E.60. To What Extent Do the Results of CAHSEE Provide Useful Information for Making Inferences About School Improvement? (DHM14)

Extent CAHSEE provides useful information for making inferences about school improvement	Frequency	Valid Percent
Not at all	18	13.3
Slight extent	46	34.1
Moderate extent	44	32.6
Great extent	27	20.0
Total	135	100.0

Table E.61. To What Extent Have You Focused on Using Various Strategies in Preparing Your Students for CAHSEE? (DHM15)

Extent focus	Increasing CAHSEE-like tasks in regular instruction (n=134)	Increasing match between instruction and CAHSEE content (n=134)	Increasing test-taking skills (n=134)
Not at all	9.7	8.2	6.0
Slight extent	28.4	30.6	27.6
Moderate extent	41.0	38.8	43.3
Great extent	20.9	22.4	23.1
Total	100.0	100.0	100.0

High School Teacher—ELA Frequency Distributions

Table E.62. What Type of Course/Instructional Program Is This? (TELA1)

Course/program	Frequency	Valid Percent
Primary course in this subject at this grade	81	52.3
Alternative targeted to ELs or students with disabilities	11	7.1
Remediation course for students who have not passed CAHSEE	25	16.1
Alternative remediation for ELs or students with disabilities	8	5.2
Other (please specify)	30	19.4
Total	155	100.0

Table E.63. What Type of Course/Instructional Program is This (Other, Please Specify)? (TELA1)

Type of course/program	Frequency	Valid Percent
10th grade Sp. Ed. English	1	0.6
12 grade-haven't passed; other grades chosen by counselors	1	0.6
9th and 10th grade students reading below 6th grade level for both general and special education students.	1	0.6
Accelerated level of 10th grade English	1	0.6
Advanced course in this subject at this grade	1	0.6
Alternative to primary course, open to all students with qualifying CST scores Below Proficiency	1	0.6
Alternative to primary course for students who are NOT English learners or students with disabilities	1	0.6
Alternative to primary course targeted to all seniors who have not passed the CAHSEE. It is not a remediation course; it is their core subject course.	1	0.6
Alternative remediation course targeted to students with very low reading levels.	1	0.6
CAHSEE Prep	1	0.6
Cass targeting English Language Learners	1	0.6
Core curriculum class for students with disabilities	1	0.6
Course required of all 10th grade students to provide CAHSEE support	1	0.6
Course targeting students who have not passed the CAHSEE	1	0.6
English 10 Honors	1	0.6
Freshmen who score below 50th percentile on various tests	1	0.6
Honors	1	0.6

Type of course/program	Frequency	Valid Percent
Honors program for high achieving students	1	0.6
Intervention for 9th grade students reading below grade level	1	0.6
Primary course at honors level	1	0.6
Primary Course with Honors Designation	1	0.6
Remediation course offered to 9th graders who have demonstrated need and are in danger of failing CAHSEE	1	0.6
Remediation offered to students with low reading levels or who have tested at 'Far Below Basic' or 'Below Basic' on the CST.	1	0.6
Remediation to 11th & 12 graders who have not passed the CAHSEE	1	0.6
Small group tutoring after school for EL students	1	0.6
Special Education Foundational English.	1	0.6
Special Education (special day program)	1	0.6
Supplemental remediation course for 9th grade students reading in the 30th percentile and below	1	0.6
Support class for those who are in danger of not passing the CAHSEE	1	0.6
Support class offered for primary subject grade as well as English learners and students with disabilities	1	0.6
Transition course that receives mainstream credit	1	0.6

Table E.64. What is the Time Frame for When This Course/Instructional Program Is Offered? (TELA2)

Course timeframe	Valid Percent
Regular School Hours (n=159)	96.2
Before or after school (n=159)	6.3
Summer School (n=159)	9.4
Inter-session break (n=159)	0.0
Other (please specify) (n=159)	1.9

Table E.65. What is the Time Frame for When This Course/Instructional Program Is Offered? (Other, Please Specify)? (TELA2)

Other course timeframe	Frequency	Valid Percent
Advisory	1	0.6
Saturday	1	0.6
Tutorials during school hours	1	0.6

Table E.66. What Is the Duration of This Course/Instructional Program? (TELA3)

Course duration	Frequency	Valid Percent
Few weeks	4	2.6
Quarter	3	1.9
Trimester	1	0.6
Semester	29	18.7
Full school year	114	73.5
2 school years	4	2.6
Total	155	100.0

Table E.67. At What Grade Level Are the Majority of the Students Who Take This Course/Instructional Program? (TELA4)

Grade level of majority of students	Frequency	Valid Percent
9 th	49	31.6
10 th	64	41.3
11 th	23	14.8
12 th	13	8.4
Other	6	3.9
Total	155	100.0

Table E.68. At What Grade Level Are the Majority of the Students Who Take This Course/Instructional Program (Other, Please Specify)? (TELA4)

Other grade level of majority of students	Frequency	Valid Percent
Not applicable	1	.6
10, 11, 12	1	0.6
10 th grade plus 11 th and 12 th grade students who have not passed the CAHSEE	1	0.6
9th -12th grade	1	0.6
9th and 10th grade	1	0.6
About 50/50 split between 11 th and 12th	1	0.6
Middle school	1	0.6

Table E.69. How Many Sections (Class Periods) of This Course/Instructional Program Do You Teach? (Frequency Distribution) (TELA5)

Number of Sections	Frequency	Valid Percent
1	44	28.4
2	47	30.3
3	25	16.1
4	22	14.2
5	15	9.7
6	2	1.3
Total	155	100.0

Table E.70. How Many Sections (Class Periods) of This Course/Instructional Program Do You Teach? (Descriptive Statistics) (TELA5)

	N	Minimum	Maximum	Mean	Std. Deviation
How many sections (class periods) of this course do you teach?	155	1	6	2.50	1.360

Table E.71. What Is the Total Number of Students You Teach in This Course/Instructional Program This Academic Year? (Descriptive Statistics) (Include all Sections) (TELA6)

	N	Minimum	Maximum	Mean	Std. Deviation
Total number of students you teach in this course this academic year?	148	4	170	62.85	45.611

Table E.72. What Proportion of the Students Enrolled in This Course/Instructional Program are English Learners? (TELA7)

Proportion of ELs?	Frequency	Valid Percent
None	13	8.4
Only a few (less than 25%)	54	35.1
Some (25-50%)	42	27.3
More than half (51-74%)	12	7.8
Most (75-90%)	11	7.1
Nearly all (more than 90%)	22	14.3
Total	154	100.0

Table E.73. What Proportion of the Students Enrolled in This Course/Instructional Program Receives Special Education Services? (TELA8)

Proportion of students who receives special education	Frequency	Valid Percent
None	24	15.6
Only a few (less than 25%)	82	53.2
Some (25-50%)	30	19.5
More than half (51-74%)	6	3.9
Most (75-90%)	1	0.6
Nearly all (more than 90%)	11	7.1
Total	154	100.0

Table E.74. What Proportion of the Students Enrolled in This Course/Instructional Program is Economically Disadvantaged (Qualify for Free or Reduced-price Lunch)? (TELA9)

Proportion of students enrolled in free or reduced-price lunch program	Frequency	Valid Percent
Not sure	49	31.8
Only a few (less than 25%)	13	8.4
Some (25-50%)	22	14.3
More than half (51-74%)	26	16.9
Most (75-90%)	29	18.8
Nearly all (more than 90%)	15	9.7
Total	154	100.0

Table E.75. What Proportion of the Students Taking This Course/Instructional Program Achieved at Least Basic Performance on Last Year's Corresponding STAR CST Test? (TELA10)

Proportion of students that achieved at least basic performance on STAR CST	Frequency	Valid Percent
Not sure	48	31.2
None	7	4.5
Only a few (less than 25%)	25	16.2
Some (25-50%)	28	18.2
More than half (51-74%)	20	13.0
Most (75-90%)	17	11.0
Nearly all (more than 90%)	9	5.8
Total	154	100.0

Table E.76. Do You Use a Primary (Main) Textbook for This Course/Instructional Program? (TELA11)

Use of a primary textbook	Frequency	Valid Percent
Yes	105	68.6
No	48	31.4
Total	153	100.0

Table E.77. Provide the Exact Title of the Primary Textbook. (TELA11A)

Textbook title	Frequency	Valid Percent
Did not provide title	61	38.4
Adventures in Literature 4th Course	1	0.6
Algebra 1	1	0.6
Algebra: Structure and Method - Book 1	1	0.6
CAHSEE Intervention	1	0.6
CAHSEE revolution prep	1	0.6
CAHSEE support text	1	0.6
California Language Arts Review	1	0.6
Concept Applications Compression C	1	0.6
Edge	1	0.6
Edge Reading Writing & Language	1	0.6
Elements of Literature	1	0.6
Elements of Literature Fourth Course	1	0.6
Elements of Literature, Third Course	1	0.6
Foundations: CAHSEE English—Language Arts	1	0.6
Fourth Course	1	0.6
High Point	2	1.3
Holt Literature & Language Arts	1	0.6
Holt Literature & Language Arts: 4th Course	2	1.2
Holt Literature & Language Arts: 3rd Course	1	0.6
Holt Literature 3rd Course & Holt Handbook 3rd Course	1	0.6
Holt Literature and Language Arts	6	3.7
HOLT Literature and Language Arts Fourth Course	1	0.6
Holt Literature and Language Arts Third Course	1	0.6
Holt Literature Language Arts	1	0.6
Holt, 3 rd Course	1	0.6
Kaplan Advantage; CAHSEE English-Language Arts	1	0.6
Language and Literature	1	0.6
Language and Literature Arts: Mastering the California Standards	1	0.6
Language of Literature	5	3.1
Language! A Literacy Intervention Curriculum - Workbooks, Readers, etc. 2nd ed.	1	0.6
Literature	5	3.1
Literature (10th grade)	1	0.6
Literature and Integrated Studies	2	1.3
Literature and Language Arts	1	0.6
Literature: Platinum Level	1	0.6
Literature: The American Experience	1	0.6
Literature: Timeless Voices, Timeless Themes	2	1.3
Measuring Up	1	0.6
Measuring Up	5	3.1
Meeting the California Challenge	1	0.6

Appendix E: Instruction Study Survey Response Frequencies

Textbook title	Frequency	Valid Percent
Prentice Hall Literature - Gold Level	1	0.6
Prentice Hall Literature - Platinum Level	1	0.6
Prentice Hall Literature	1	0.6
Prentice Hall Literature 12th grade level	1	0.6
Prentice Hall Literature Platinum Level	1	0.6
Prentice Hall Literature Platinum Level Timeless Voices Timeless Themes	1	0.6
Prentice Hall Literature Timeless Voices, Timeless Themes	1	0.6
Prentice Hall Literature, 'Timeless Voices, Timeless Themes'-Platinum Level	1	0.6
Prentice Hall Literature: Timeless Voices Timeless Themes / Platinum Level	1	0.6
Prentice Hall Literature: Platinum Level	1	0.6
Prentice Hall Literature: Timeless Voices, Timeless Themes	1	0.6
Prentice Hall Literature: Timeless Voices, Timeless Themes: Platinum Level	1	0.6
Prentice Hall Timeless Voices, Timeless Themes Platinum	1	0.6
Rbook	1	0.6
Rbook	1	0.6
Read 180	1	0.6
Read 180 rBook	1	0.6
Read 180 rBook FLEX	1	0.6
Read180 rBook	1	0.6
Revolution Prep CAHSEE Language Arts Preparation Manual	1	0.6
Scholastic READ 180 r-book: Stage C Enterprise Edition	1	0.6
Shining Star	1	0.6
The Best Test Prep for CAHSEE English Language Arts	1	0.6
The British Tradition	1	0.6
The Language of Literature	7	4.4
The Language of Literature, Grade 9	1	0.6
The Language of Literature: American Literature	1	0.6
The Language of Literature	1	0.6
Timeless Voices, Timeless Themes	1	0.6
Timeless Voices, Timeless Themes	2	1.3
Total	159	100.0

Table E.78. Provide the Author's or Publisher's name. (TELA11A)

Textbook author's or publisher's name	Frequency	Valid Percent
Did not provide author or publisher	64	40.3
?	1	0.6
Beers and Odell	1	0.6
Daniel Moody, REA	1	0.6
David W. Moore, Deborah J. Short, Michael W. Smith, & Alfred W. Tatum/Hampton-Brown	1	0.6
DONT KNOW	1	0.6
Dr. Kevin Feldman & Dr. Kate Kinsella/Scholastic Inc.	1	0.6
Globe Fearon	1	0.6
Hampton Brown	2	1.3
Hampton Brown, National Geographic	1	0.6
Hole [?]	1	0.6
Holt	8	5.0
Holt Reinhardt	1	0.6
Holt Reinhardt and Winston	1	0.6
Holt Reinhart Winston	1	0.6
Holt Rhinehart and Winston	1	0.6
Holt Rinehart Winston	2	1.3
Holt, Rinehart	1	0.6
Holt, Rinehart and Winston	2	1.3
Holt, Rinehart, & Winston	1	0.6
Holt, Rinehart, and Winston	2	1.3
Holt, Rinehart and Winston	1	0.6
Holt/Rinehart/Winston	1	0.6
Houghton Mifflin	1	0.6
Kaplan	1	0.6
Kaplan K12 Learning Services	1	0.6
Longman	1	0.6
MacDougall Littell	1	0.6
Maria Struder & Biran Freel	1	0.6
McDougal Littell	1	0.6
Mcdougal Littell	1	0.6
McDougal Littell	1	0.6
McDougal Littell	9	5.7
McDougall-Littell	1	0.6
McDougall Litell	1	0.6
McDougal Little	1	0.6
Pearson Education	1	0.6
Pearson Education, Inc.	1	0.6
People's Education	1	0.6
People's Education	1	0.6
Peoples Education, Inc.	1	0.6
Prentice Hall - Gold Level	1	0.6

Textbook author's or polisher's name	Frequency	Valid Percent
Prentice Hall	1	0.6
Prentice Hall	20	12.6
Prentice Hall Literature	1	0.6
Prentice Hall Platinum Level	1	0.6
Revolution Prep, LLC	1	0.6
Scholastic	5	3.1
Scott Foresman	1	0.6
Scott/Foresman	1	0.6
Sopris West	1	0.6
SRA	1	0.6
www.revolutionprep.com	1	0.6
x	1	0.6
Total	159	100.0

Table E.79. Provide the Publication Date. (TELA11A)

Textbook publication date	Frequency	Valid Percent
Did not provide date	75	47.2
?	1	.6
1996	1	.6
1997	4	2.5
1999	2	1.3
2000	6	3.8
2000?	1	.6
2001	2	1.3
2002-2008	1	.6
2002	22	13.8
2003	13	8.2
2004	3	1.9
2005	5	3.1
2006	12	7.5
2007	3	1.9
2008	2	1.3
2009	1	.6
Beers Odell	1	.6
Don't Know	1	.6
Teacher's guide doesn't say	1	.6
Unsure	1	.6
x	1	.6
Total	159	100.0

Table E.80. Approximately How Much of the Primary Textbook Do You Use? (TELA11B)

Textbook coverage	Frequency	Valid Percent
Some (less than 40%)	41	39.4
About half (40-60%)	26	25.0
Most (61-95%)	21	20.2
All (96-100%)	16	15.4
Total	104	100.0

Table E.81. How Long Have You Used the Primary Textbook (or an Earlier Edition of This Textbook)? (TELA11C)

Length of textbook use	Frequency	Valid Percent
My first year	19	18.1
My second year	20	19.0
3-5 years	45	42.9
More than 5 years	21	20.0
Total	105	100.0

Table E.82. Indicate How Often You Use Various Supplemental Materials in This Course/Instructional Program. (TELA12)

Supplemental materials use frequency	Other Texts (n=139)	Commercially Prepared Materials (not computer based) (n=145)	Materials you have created (n=149)	Computer-based programs (n=147)	Internet-based Materials (n=147)	District-made Materials (n=150)	Materials another teacher created (n=150)
3 to 5 days a week	29.5	13.8	33.6	14.3	5.4	4.0	3.3
Once or twice a week	30.9	29.0	39.6	14.3	19.7	16.0	16.0
Once or twice a month	20.1	22.8	18.1	21.8	29.9	26.0	34.7
Rarely	9.4	25.5	6.7	29.9	32.7	30.7	32.0
Never	10.1	9.0	2.0	19.7	12.2	23.3	14.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table E.83. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Instruction? (TELA13)

Extent CAHSEE is useful for making positive changes in instruction	Frequency	Valid Percent
Not at all	20	13.1
Slight extent	53	34.6
Moderate extent	61	39.9
Great extent	19	12.4
Total	153	100.0

Table E.84. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Assessment? (TELA14)

Extent CAHSEE is useful for making positive changes in assessment	Frequency	Valid Percent
Not at all	24	15.8
Slight extent	51	33.6
Moderate extent	66	43.4
Great extent	11	7.2
Total	152	100.0

Table E.85. To What Extent Do the Results of CAHSEE Provide Useful Information for Making Inferences About School Improvement? (TELA15)

Extent CAHSEE provides useful information for making inferences about school improvement	Frequency	Valid Percent
Not at all	19	12.4
Slight extent	41	26.8
Moderate extent	66	43.1
Great extent	27	17.6
Total	153	100.0

Table E.86. How Often Have You Used Various Types of Activities in Your English Language Arts Classroom This Year? (TELA16)

Frequency of use	Writing workshops (n=150)	Read and analyze novels or novellas (n=150)	Read and analyze short stories (n=150)	Read and analyze short passages (n=147)	Apply reading and writing to real-life situations (n=149)	Vocab instruction/assessment (n=150)
Rarely, if ever	13.6	13.3	6.1	2.0	2.7	4.7
Bimonthly	19.7	16.0	11.5	7.5	12.8	4.0
Monthly	32.7	25.3	22.3	13.6	18.8	12.0
Weekly	26.5	26.7	45.9	46.3	42.3	53.3
Daily	7.5	18.7	14.2	30.6	23.5	26.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.87. How Often Do You Use Various Types of Assessments? (TELA17)

Frequency of use	Commercial Benchmark Tests (n=150)	Tests you have created (n=149)	Released test items (n=150)	On demand writing (n=151)	District-wide assessments (n=149)	Tests another teacher created (n=151)
Rarely, if ever	45.3	4.7	29.3	7.3	41.6	60.3
Bimonthly	28.7	4.7	16.7	12.6	37.6	12.6
Monthly	20.0	28.2	28.0	27.8	18.1	19.2
Weekly	4.7	51.7	18.7	41.7	1.3	7.3
Daily	1.3	10.7	7.3	10.6	1.3	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.88. How Do You Use Assessment Results? (TELA18)

Assessment result use	Frequency	Percent
Provide feedback to students	139	87.4
Modify lesson plans	139	87.4
Practice differential Instruction	112	70.4
Assign students to supplemental or remedial classes	47	29.6
Provide feedback to the district	65	40.9
Other (please specify)	18	11.3

Table E.89. How Do You Use Assessment Results? (Other, Please Specify) (TELA18)

Other assessment result use	Frequency	Valid Percent
Analyze and Reflect within curricular teams.	1	0.6
Assessments go into their EL folders (if they are EL)	1	0.6
Because the English Language Arts Standards are so broad, it is impossible to get to them all. I cannot take the time to reteach items assessments have pointed out. I address the items the next time through.	1	0.6
Data analyzed in Professional Learning Community Groups.	1	0.6
Determine if students are meeting goals in their IEPs and making progress.	1	0.6
I consider how our district curriculum matches the CAHSEE. Many of the students who fail the CAHSEE are often not enrolled in English Language Arts classes at all, or are enrolled in classes where there is an assumption that they know this material	1	0.6
I never receive any CAHSEE results of my students. What I would like to see is a breakdown (using the ELA standards) of the questions missed on the test. Getting their scored tests so we could review what the students' strengths and weaknesses were would be very helpful.	1	0.6
IEP reports: to direct goals and objectives	1	0.6
Modify individual accommodations	1	0.6
Modify instruction	1	0.6
One on one editing of essays.	1	0.6
Provide feedback for IEP's	1	0.6
Reteaching	1	0.6
See weakness in in-class writing and repeat essay construction if needed.	1	0.6
Set learning goals for students to see their progress and areas in need of development.	1	0.6
To focus instruction on individual student need.	1	0.6
To know where I need to reteach information--The CAHSEE pretty much dominates and dictates how my class is taught. I have to focus on teaching testing skills.	1	0.6
We use class data to drive our focus. Currently, our main focus is on Writing Strategies.	1	0.6
Total	18	11.3

Table E.90. Indicate How You Have Collaborated with Other Teachers. (TELA19)

Collaboration method	Frequency	Percent
Do not collaborate	5	3.1
Aligning instruction across courses	90	56.6
Planning coverage of CAHSEE standards	79	49.7
Assessing individual student needs	99	62.3
Sharing ideas about teaching strategies	140	88.1
Other (please specify)	21	13.2

Table E.91. Indicate How You Have Collaborated with Other Teachers. (Other, Please Specify). (TELA19)

Other collaboration method	Frequency	Valid Percent
Create a 20-day push before the test for 10th grade English Teachers.	1	0.6
Create common assessments/benchmarks	1	0.6
Creating standards based lessons, assessment, etc.	1	0.6
Designed lessons and units.	1	0.6
Developing our own assessments to help teach testing skills, practice them and check on improvement.	1	0.6
Discuss CAHSEE results by grade level, special group, school wide, district wide. Discuss ways to improve results school-wide.	1	0.6
I also design and conduct professional development district-wide for training teachers how to teach to the CAHSEE exam.	1	0.6
I am the only 10th grade Special Ed English teacher, so I would collaborate more if there were more me's. I focus strictly on CAHSEE from December until the test in March, plus do an after school program. All of my students have an IEP.	1	0.6
I am the only English 9 teacher at my site.	1	0.6
Look at Benchmark results as well as previous CAHSEE scores to plan instruction and target our students' needs.	1	0.6
Our department has been working on instruction and teaching materials that will help students succeed on the CAHSEE, however more than 90% of our sophomores pass the test the first time they take it. Therefore, much of our planning is directed at the STAR[?]	1	0.6
Plan a variety of other units to be implemented in the classroom, calibrate grading scales, create assignments	1	0.6
Scope and Sequence with all Grade 10 teachers and same assessments.	1	0.6
Share common assessment data.	1	0.6
Share ideas about curriculum.	1	0.6
Sharing thematic units	1	0.6
We analyze data (3-4 times per month) from standardized formative assessments that each teacher at grade-level to help determine strengths and weaknesses and identify areas for re-teaching	1	0.6
We are using the Measuring Up lessons as Focus Lessons - to allow all students (not just CAHSEE) to practice monthly for both CAHSEE and Star testing - then collaborating about classroom results and modifying instruction	1	0.6
We discuss specific issues and needs of students we share and evaluate the efficacy of strategies that we have tried with those students.	1	0.6
We often discuss how students can have high grades in classes yet lack some back information, wondering where we may have gone off course, or what we can do when students transfer in as new students to make sure that students who move often also have a fair chance.	1	0.6
Weekly interdisciplinary PLC meetings (English & Soc Studies)	1	0.6
Total	21	13.2

Table E.92. How Important Is CAHSEE Preparation Relative to the Other Instructional Goals of This Course? (TELA20)

Importance of CAHSEE preparation	Frequency	Valid Percent
Of little or no importance	13	8.6
Somewhat important	30	19.9
Important, along with other goals	89	58.9
The most important factor in my teaching	19	12.6
Total	151	100.0

Table E.93. To What Extent Have You Focused on Using Various Strategies in Preparing Your Students for CAHSEE? (TELA21)

Extent focus on strategy	Increasing CAHSEE-like tasks in regular instruction (n=147)	Increasing match between instruction and CAHSEE content (n=134)	Increasing test-taking skills (n=134)
Not at all	5.4	5.4	1.4
Slight extent	27.2	20.8	20.9
Moderate extent	38.1	43.0	48.0
Great extent	29.3	30.9	29.7
Total	100.0	100.0	100.0

Table E.94. What Proportion of the Following Strands is Covered in This Course/Instructional Program as Part of California's Content Standards Associated with the CAHSEE? (Descriptive Statistics) (TELA22)

Strand	N	Minimum %	Maximum %	Mean	Std. Deviation
Word analysis	145	5	70	13.02	7.157
Reading comprehension	147	5	55	23.36	8.900
Literary response and analysis	146	0	50	19.03	7.373
Writing strategies	147	0	45	17.49	6.752
Written oral language conventions	145	0	30	12.78	5.313
Writing applications	145	0	50	15.90	8.155

Table E.95. What Proportion of This Course/Instructional Program Covers Word Analysis as Part of California's Content Standards Associated With the CAHSEE? (TELA22)

Proportion as %	Frequency	Valid Percent
5	19	13.1
7	1	0.7
8	1	0.7
9	1	0.7
10	61	42.1
11	1	0.7
15	31	21.4
16	1	0.7
17	1	0.7
20	20	13.8
25	6	4.1
30	1	0.7
70	1	0.7
Total	145	100.0

Table E.96. What Proportion of This Course/Instructional Program Covers Reading Comprehension as Part of California's Content Standards Associated With the CAHSEE? (TELA22)

Proportion as %	Frequency	Valid Percent
5	2	1.4
10	6	4.1
15	19	12.9
16	1	.7
17	4	2.7
18	2	1.4
20	51	34.7
24	1	.7
25	23	15.6
30	22	15.0
35	5	3.4
40	5	3.4
50	5	3.4
55	1	.7
Total	147	100.0

Table E.97. What Proportion of This Course/Instructional Program Covers Literary Response and Analysis as Part of California's Content Standards Associated With the CAHSEE? (TELA22)

Proportion as %	Frequency	Valid Percent
0	2	1.4
5	3	2.1
10	21	14.4
15	22	15.1
17	4	2.7
18	3	2.1
20	59	40.4
21	1	0.7
22	1	0.7
24	1	0.7
25	16	11.0
30	7	4.8
35	1	0.7
40	4	2.7
50	1	0.7
Total	146	100.0

Table E.98. What Proportion of This Course/Instructional Program covers Writing Strategies as Part of California's Content Standards Associated With the CAHSEE? (TELA22)

Proportion as %	Frequency	Valid Percent
0	1	0.7
5	5	3.4
10	30	20.4
13	1	0.7
15	28	19.0
16	2	1.4
17	2	1.4
18	2	1.4
20	51	34.7
21	1	0.7
25	17	11.6
30	4	2.7
40	2	1.4
45	1	0.7
Total	147	100.0

Table E.99. What Proportion of This Course/Instructional Program Covers Written and Oral Language Conventions as Part of California's Content Standards Associated With the CAHSEE? (TELA22)

Proportion as %	Frequency	Valid Percent
0	1	0.7
5	22	15.2
8	1	0.7
10	47	32.4
11	1	0.7
13	1	0.7
15	40	27.6
16	2	1.4
17	4	2.8
18	2	1.4
20	21	14.5
25	1	0.7
30	2	1.4
Total	145	100.0

Table E.100. What Proportion of This Course/Instructional Program Covers Writing Applications as Part of California's Content Standards Associated With the CAHSEE? (TELA22)

Proportion as %	Frequency	Valid Percent
0	1	0.7
5	12	8.3
8	1	0.7
10	41	28.3
14	1	0.7
15	28	19.3
16	1	0.7
17	4	2.8
18	3	2.1
20	38	26.2
25	6	4.1
30	4	2.8
35	1	0.7
40	1	0.7
50	3	2.1
Total	145	100.0

Table E.101. To What Extent Do Student and Parent Issues Limit the Overall Effectiveness of This Course/Instructional Program? (TELA23)

Extent limiting	Student Attendance (n=146)	Student Pre-requisite knowledge or skills (n=147)	Student Motivation (n=148)	English Proficiency (n=147)	Parental Support (n=146)	Student Behaviors (n=147)
Not at all	8.9	2.7	5.4	7.5	12.3	5.4
Slight extent	17.8	10.9	8.8	17.7	23.3	19.7
Moderate extent	23.3	34.0	21.6	38.1	35.6	29.3
Great extent	22.6	29.3	30.4	19.7	19.9	29.3
Very great extent	27.4	23.1	33.8	17.0	8.9	16.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.102. To What Extent Do Teacher, School, and Administrative Issues Limit the Overall Effectiveness of This Course/Instructional Program? (TELA23)

Extent limiting	Materials/Resources (n=147)	My Own Knowledge or Experience (n=147)	My Own ability to Engage Students (n=145)	Master Schedule Limitations (n=147)	Administrative Support (n=147)	Other (please specify) (n=20)
Not at all	24.5	42.2	37.9	40.1	44.9	30.0
Slight extent	25.9	26.5	31.0	29.9	29.3	0.0
Moderate extent	28.6	8.8	10.3	19.7	11.6	20.0
Great extent	10.2	13.6	11.0	6.8	8.8	15.0
Very great extent	10.9	8.8	9.7	3.4	5.4	35.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.103. To What Extent Does Another Issue Limit the Overall Effectiveness of This Course/Instructional Program (Other, Please Specify)? (TELA23)

Other limiting issue	Frequency	Valid Percent
Illiterate, tech bred students	1	0.6
Available technology	1	0.6
CAHSEE preparation - teaching to the test	1	0.6
Class sizes	1	0.6
Clear instructions to special ed re: modification of core curriculum	1	0.6
Extreme government expectations without regard to demographics and uniqueness of school	1	0.6
Funding for prep materials	1	0.6
Funds for supplemental materials	1	0.6
Lack of published practice tests (or at least the availability of them to us).	1	0.6
Need to be able to attend teaching conference or workshop to get help teaching the material that is given to me to teach. Was given text and no support for the material.	1	0.6
The delay in the CAHSEE results affects the motivation of the students. Many times, the students do not receive their results until after they take two tests.	1	0.6
Time I have them with me	1	0.6
Time to reflect on individual student writing	1	0.6
Wrong placement (students who need IEPs, ESL)	1	0.6

Table E.104. Please Estimate the Number of Students in This Course or Instructional Program Who Have Dropped Out of School This Year. (Include All Sections) (TELA24)

Number of Students	Frequency	Valid Percent
1	41	32.8
2	13	10.4
3	14	11.2
4	6	4.8
5	21	16.8
6	1	0.8
7	4	3.2
8	2	1.6
10	9	7.2
15	2	1.6
17	1	0.8
18	1	0.8
19	1	0.8
20	3	2.4
21	1	0.8
25	2	1.6
30	2	1.6
40	1	0.8
Total	125	100.0

Table E.105. Please Estimate the Number of Students in This Course/Instructional Program Who Have Dropped Out of School This Year (Descriptive Statistics). (Include All Sections) (TELA24)

	N	Minimum	Maximum	Mean	Std. Deviation
Estimate number of students in this course who have dropped out of school this year.	125	1	40	5.54	6.940

Table E.106. To What Extent Do Students in This Course/Instructional Program Understand the Consequences of Not Passing the CAHSEE? (TELA25)

Extent students in this course/instructional program understand the consequences of not passing the CAHSEE	Frequency	Valid Percent
Slight extent	6	4.1
Moderate extent	22	15.0
Great extent	51	34.7
Very great extent	68	46.3
Total	147	100.0

Table E.107. To What Extent Did (or Will) the Students in This Course/Instructional Program Receive Counseling About Their Options for Additional Remediation or Testing If They Do Not Pass the CAHSEE on Their Next Try? (TELA26)

Extent did (or will) the students in this course/Instructional program receive counseling about their options for additional remediation or testing If they do not pass the CAHSEE on their next try	Frequency	Valid Percent
Not at all	3	2.0
Slight extent	16	10.9
Moderate extent	34	23.1
Great extent	56	38.1
Very great extent	38	25.9
Total	147	100.0

Table E.108. What is Your Highest Level of Education? (TELA27)

Highest level of education	Frequency	Valid Percent
Bachelor's degree	3	2.0
Some graduate school	22	14.9
Advanced degree (MA, EdD, PhD)	75	50.7
Teaching credential	42	28.4
Other (please specify)	6	4.1
Total	148	100.0

Table E.109. What Teaching Credential(s) Do You Hold? (TELA28)

Teaching credential held	Frequency	Percent
General (single or multiple subject)	125	78.6
Special Education	10	6.3
EL Credential/Authorization	67	42.1
Emergency	2	1.3
Intern	1	0.6
Other (please specify)	9	5.7

Table E.110. What Teaching Credential(s) Do You Hold (Other, Please Specify)? (TELA28)

Other teaching credential held	Frequency	Valid Percent
Credential, English Social Science, Teaching ESL Certificate (45 units)	1	0.6
MA and teaching credential	1	0.6
MAT, Teaching credential, 45 units in addition	1	0.6
Multiple credentials – gen. ed English, Psychology, Social Science, 2 Masters: Spec. Ed, Diagnostic & Correction	1	0.6
Single Subject Teaching Credential: Social Science, English. Masters Degree M.P.A.	1	0.6
Two years of a M.A. program not completed, plus my teaching credential	1	0.6

Table E.111. In What Subject Do You Hold Your General Teaching Credential (Subject 1)? (TELA28)

Teaching credential subject (subject 1)	Frequency	Valid Percent
Academic Adult Credential	1	0.6
California Clear -- single subject, English	1	0.6
ELA	2	1.3
ELA Single Subject	1	0.6
English- single subject	1	0.6
English-Single Subject	1	0.6
English	32	20.1
English Language Arts	1	0.6
English Language Arts education	1	0.6
English Language Arts Single Subject (w/CLAD)	1	0.6
English Literature	2	1.3
English single subj	1	0.6
English single subject	1	0.6
English Single Subject	3	1.9
English with CLAD	1	0.6
English, CLAD	1	0.6
English, ESL, Fine Arts, Computer Tech, Basic Skills	1	0.6
English, French, Art	1	0.6
English, single subject	2	1.3
English Language Arts	1	0.6
French, German, PPS	1	0.6
History/Social Science	1	0.6
K-12 multiple subject	1	0.6
Master of English Education	1	0.6
Multiple K-12	1	0.6
Multiple Subject	3	1.9
Multiple subject CLEAR with CLAD	1	0.6
Multiple Subject Credential: CLAD	1	0.6
Multiple Subject SB2042	1	0.6
Multiple Subject, English, Health,	1	0.6
Multiple subject, Single Subject - English, CLAD	1	0.6
Multiple subject: Biology, Chemistry, English	1	0.6
Professional clear single subject English	1	0.6
Reading	1	0.6
Ryan - English	1	0.6
Secondary English	1	0.6
Secondary School English	1	0.6
Single - English	1	0.6
Single Subject- English	1	0.6
Single Subject - English	3	0.6
Single Subject - English grammar and literature, Art Education	1	0.6

Appendix E: Instruction Study Survey Response Frequencies

Teaching credential subject (subject 1)	Frequency	Valid Percent
Single Subject – English	1	0.6
Single subject	1	0.6
Single Subject	2	0.6
Single Subject (English/Language Arts)	1	0.6
Single subject clear-English	1	0.6
Single Subject Clear-English	1	0.6
Single Subject Clear CLAD - English	1	0.6
Single Subject Clear Credential in English	1	0.6
Single subject English	1	0.6
Single subject English	2	0.6
Single Subject English	15	0.6
Single Subject English K-12 (professional clear)	1	0.6
Single Subject English Language Arts	3	0.6
Single Subject English/Language Arts	1	0.6
Single Subject Physical Education	1	0.6
Single Subject Professional Clear Credential in English	1	0.6
Single subject secondary	1	0.6
Single subject teaching credential (English)	1	0.6
Single Subject Teaching Credential Social Science and English	1	0.6
Single subject, Clear, Clad in English	1	0.6
Single Subject, English 2042 with CLAD embedded in program requirements (considered 'highly qualified')	1	0.6
Single subject: English	1	0.6
Single Subject: English	1	0.6
Single Subject: English & Performing Arts	1	0.6
Single Subject: English (CLAD)	1	0.6
Single Subject; English	1	0.6
Spanish	1	0.6
SS English	1	0.6
Standard Secondary Credential	1	0.6

Table E.112. In What Subject Do You Hold Your General Teaching Credential (Subject 2)? (TELA28)

Teaching credential subject (subject 2)	Frequency	Valid Percent
Administrative	1	0.6
Administrative Services	1	0.6
Art I	1	0.6
Basic Italian	1	0.6
BCLAD	1	0.6
Colorado Preliminary-single subject, English	1	0.6
Drama (supplementary)	1	0.6
French	1	0.6
Health	1	0.6
Home Economics	1	0.6
HOUSE in English Language Arts	1	0.6
Learning Handicapped (special ed)	1	0.6
Master of Educational Administration	1	0.6
Math Supplement	1	0.6
Minor Linguistics	1	0.6
Multiple Subject	1	0.6
Psychology	1	0.6
Reading Certificate	1	0.6
Reading Specialist	1	0.6
Secondary School Social Studies	1	0.6
Secondary Soc Science	1	0.6
Single subject English CLEAR with CLAD	1	0.6
Single Subject Introduction to Business	1	0.6
Single Subject Social Science	1	0.6
Single Subject Supplemental Eng. (9)	1	0.6
Single Subject: English-Language Arts (supplemental)	1	0.6
Social Studies	2	1.3
Social studies single subject	1	0.6
Specialist	1	0.6
SS Business Education	1	0.6
Supporting endorsement in history education	1	0.6
Vocational Adult Credential	1	0.6

Table E.113. In What Subject Do You Hold Your General Teaching Credential (Subject 3)? (TELA28)

Teaching credential subject (subject 3)	Frequency	Valid Percent
CLAD	1	0.6
Home Arts	1	0.6
K-12 Multi-Subject	1	0.6
National Board Certified Teacher of High School English/Language Arts	1	0.6
Pupil Personnel Services Credential	1	0.6
Spanish	1	0.6
Supplemental	1	0.6

Table E.114. Do You Hold Another Type of Teaching Credential (Other, Please Specify)? (TELA28)

Other teaching credential subject	Frequency	Valid Percent
Admin - w / MA - Organizational Leadership in Ed	1	.6
Administrative	1	.6
BCLAD	1	.6
Certificate of training in SDAI theory and methods, project approved by state	1	.6
CLAD	1	.6
Highly Qualified	1	.6
NBPTS, AYA	1	.6
Reading specialist	1	.6
Reading Specialist Certificate	1	.6

Table E.115. Indicate the Major Field for the Teaching Credential You Hold. (TELA29)

Teaching credential major field	Frequency	Valid Percent
English	118	80.8
Mathematics	1	.7
Science	1	.7
Education	11	7.5
Other (please specify)	15	10.3
Total	146	100.0

Table E.116. Indicate the Major Field for the Teaching Credential You Hold (Other, Please Specify). (TELA29)

Other teaching credential major field	Frequency	Valid Percent
Agriculture	1	.6
Art	1	.6
Ed specialist -K-12 eligible to teach multiple subjects	1	.6
English single subject, Multiple Subject	1	.6
Multiple subjects	1	.6
Multiple Subject	1	.6
Physical Education	1	.6
Psychology	1	.6
Reading	1	.6
Social Science	1	.6
Spanish	2	1.3
Special education	1	.6
Special Education	2	1.3

Table E.117. How Many Total Years of Teaching Experience Do You Have? (TELA30)

Number of total years experience	Frequency	Valid Percent
1	1	0.7
2	8	5.4
3	11	7.5
4	16	10.9
5	15	10.2
6	8	5.4
7	6	4.1
8	11	7.5
9	9	6.1
10	7	4.8
11	6	4.1
12	7	4.8
13	7	4.8
14	4	2.7
15	5	3.4
16	1	0.7
17	4	2.7
18	3	2.0
19	3	2.0
21	2	1.4
23	1	0.7
24	2	1.4
25	1	0.7
26	1	0.7
27	1	0.7
30	2	1.4
31	1	0.7
32	1	0.7
34	1	0.7
36	1	0.7
41	1	0.7
Total	147	100.0

Table E.118. How Many Total Years of Teaching Experience Do You Have? (Descriptive statistics) (TELA30)

	N	Minimum	Maximum	Mean	Std. Deviation
How many total years of teaching experience do you have?	147	1	41	10.27	7.751

Table E.119. How Many Years of Experience Do You Have Teaching This Course/Instructional Program? (TELA31)

Years of Experience in this course/program	Frequency	Valid Percent
Less than 1	4	2.7
1	15	10.2
2	26	17.7
3	24	16.3
4	23	15.6
5	11	7.5
6	11	7.5
7	5	3.4
8	2	1.4
9	7	4.8
10	7	4.8
11	5	3.4
12	1	.7
13	2	1.4
14	1	.7
16	1	.7
18	1	.7
27	1	.7
Total	147	100.0

Table E.120. How Many Years of Experience Do You Have Teaching This Course/Instructional Program?(Descriptive statistics) (TELA31)

	N	Minimum	Maximum	Mean	Std. Deviation
How many years experience do you have teaching this course/instructional program?	147	Less than 1	27	4.76	3.949

Table E.121. In Which Areas Have You Received Professional Development? (TELA32)

Area of professional development	Frequency
Have not received professional development	3
CAHSEE purpose	80
CAHSEE requirements	89
CAHSEE blueprints	65
California Content Standards	121
New practices or Instructional strategies	124
Interpreting assessments and using them to guide instruction	103
Other (please specify)	24

Table E.122. Have You Received Professional Development in Another Area (Other, Please Specify)? (TELA32)

Other area of professional development	Frequency	Valid Percent
A minor degree or emphasis in linguistics and TESOL	1	.6
Advanced Placement	1	.6
AP English Literature training	1	.6
Buy-back days used and/or very brief PD on instructional strategies	1	.6
CAHSEE Essay Writing	1	.6
CAHSEE Revolution Prep (intervention)	1	.6
Classroom Management	1	.6
Collaborative Learning	1	.6
Contrastive Rhetoric, which cultures MIGHT have which challenges AND student motivation	1	.6
CST Blueprints	1	.6
CSUCI Expository Writing Project	1	.6
Datafinder	1	.6
Differentiation, psychological theory of ADD, ODD, and depression	1	.6
Eng. Lang. Skills, DRW, Graphic Organizing Maps, Teaching Asia	1	.6
I've been trained to run a CAHSEE preparation class for students who have failed at least once.	1	.6
I am currently in the English department and we structure our lesson using the ELA content standards.	1	.6
Interpreting assessment results via school demographics and performance comparative to the state	1	.6
Language! certification	1	.6
Measuring Up (online program with district personnel)	1	.6
neuroscience	1	.6
READ 180	1	.6
Reading instruction	1	.6
SDAI	1	.6
Step Up to Writing	1	.6

High School Teacher—Mathematics Frequency Distributions

Table E.123. What Type of Course/Instructional Program Is This? (TM1)

Course/program	Frequency	Valid Percent
Primary course in this subject at this grade	85	50.6
Alternative targeted to ELs or students with disabilities	7	4.2
Remediation course for students who have not passed CAHSEE	55	32.7
Alternative remediation for ELs or students with disabilities	1	.6
Other (please specify)	1	.6
Total	19	11.3

Table E.124. What Type of Course/Instructional Program is This (Other, Please Specify)? (TM1)

Type of course/program	Frequency	Valid Percent
2nd math class for targeted students	1	.6
7th & 8th grade students whose scores are not proficient and advanced on CST	1	.6
Alternate form of primary course, paced similarly to Algebra 1, but providing students more depth/understanding.	1	.6
Alternative remediation course targeted to students who have a history of struggling in mathematics.	1	.6
Alternative to Inter. Alg.	1	.6
Alternative to primary course targeted to students who scored far below basic on the STAR	1	.6
Alternative to primary course, target group is students who received D in primary course: Algebra 1	1	.6
Both primary and alternative courses	1	.6
CAHSEE review to below average 2nd Year Students (elective credits)	1	.6
Higher level course	1	.6
If you mean Math Tutoring then it is a second period of math to get additional help in different ways with the algebra material. If you mean some other course then it is not one I teach and do not know.	1	.6
Remediation course for students who did not take Algebra their 8th grade year.	1	.6
Remediation course for those who have Below Basic CST Math or have not passed CAHSEE	1	.6
Remediation Course open to all students who are failing Algebra 1	1	.6
Remediation course open to sophomores	1	.6

Type of course/program	Frequency	Valid Percent
Remediation, dumping ground for seniors who need a class	1	.6
Slower-paced primary course targeted to low-performing students	1	.6
Support course	1	.6
Used as remediation and an alternative course as described in other options	1	.6

Table E.125. What is the Time Frame for When This Course/Instructional Program Is Offered? (TM2)

Course timeframe	Percent
Regular School Hours (n=178)	91.6
Before or after school (n=178)	7.9
Summer School (n=178)	16.9
Inter-session break (n=178)	1.7
Other (please specify) (n=178)	2.2

Table E.126. What Is the Duration of This Course/Instructional Program? (TM3)

Course duration	Frequency	Valid Percent
Few days	1	.6
Few weeks	5	2.9
Quarter	4	2.4
Trimester	2	1.2
Semester	35	20.6
Full school year	117	68.8
2 school years	6	3.5
Total	170	100.0

Table E.127. At What Grade Level Are the Majority of the Students Who Take This Course/Instructional Program? (TM4)

Grade level of majority of students	Frequency	Valid Percent
9 th	61	35.9
10 th	35	20.6
11 th	38	22.4
12 th	22	12.9
Other (please specify)	14	8.2
Total	170	100.0

Table E.128. How Many Sections (Class Periods) of This Course/Instructional Program Do You Teach? (Frequency Distribution) (TM5)

Number of sections	Frequency	Valid Percent
1	59	34.9
2	50	29.6
3	26	15.4
4	12	7.1
5	16	9.5
6	2	1.2
8	1	.6
10	2	1.2
15	1	.6
Total	169	100.0

Table E.129. How Many Sections (Class Periods) of This Course/Instructional Program Do You Teach?(Descriptive Statistics) (TM5)

	N	Minimum	Maximum	Mean	Std. Deviation
How many sections (periods) of this course/instruction program do you teach?	169	1	15	2.49	1.893

Table E.130. What is the Total Number of Students You Teach in This Course/Instructional Program This Academic Year? (Include All Sections) (TM6)

Number of Students	Frequency	Valid Percent
2	1	0.6
7	1	0.6
8	1	0.6
10	5	2.8
12	1	0.6
15	7	3.9
16	1	0.6
17	4	2.2
18	2	1.1
19	1	0.6
20	5	2.8
22	2	1.1
24	4	2.2
25	5	2.8
26	1	0.6
27	1	0.6
28	1	0.6
29	2	1.1
30	6	3.4
32	1	0.6
34	2	1.1
35	6	3.4
36	4	2.2
37	1	0.6
38	1	0.6
39	1	0.6
40	4	2.2
41	2	1.1
42	1	0.6
43	2	1.1
44	1	0.6
45	2	1.1
47	1	0.6
50	6	3.4
52	2	1.1
53	2	1.1
55	3	1.7
58	1	0.6
60	5	2.8
62	2	1.1
64	1	0.6
66	1	0.6
67	1	0.6
68	1	0.6

Number of Students	Frequency	Valid Percent
70	2	1.1
74	1	0.6
75	3	1.7
76	1	0.6
78	1	0.6
80	4	2.2
84	1	0.6
85	1	0.6
86	2	1.1
87	1	0.6
89	2	1.1
90	4	2.2
93	1	0.6
95	1	0.6
98	1	0.6
100	6	3.4
102	1	0.6
104	1	0.6
105	1	0.6
110	2	1.1
115	1	0.6
116	1	0.6
117	2	1.1
120	3	1.7
125	1	0.6
140	4	2.2
150	1	0.6
152	1	0.6
153	1	0.6
160	3	1.7
162	1	0.6
165	1	0.6
170	2	1.1
175	1	0.6
180	1	0.6
190	1	0.6
200+	1	0.6
Total	178	100

Table E.131. What is the Total Number of Students You Teach in This Course/Instructional Program This Academic Year? (Descriptive Statistics) (Include All Sections) (TM6)

	N	Minimum	Maximum	Mean	Std. Deviation
Total number you teach in this course/instructional program this academic year?	167	2	190	62.88	44.800

Table E.132. What Proportion of the Students Enrolled in This Course/Instructional Program Are English Learners? (TM7)

Proportion ELs	Frequency	Valid Percent
None	9	5.3
Only a few (less than 25%)	80	47.3
Some (25-50%)	47	27.8
More than half (51-74%)	20	11.8
Most (75-90%)	7	4.1
Nearly all (more than 90%)	6	3.6
Total	169	100.0

Table E.133. What Proportion of the Students Enrolled in This Course/Instructional Program Receives Special Education Services? (TM8)

Proportion of students who receives special education	Frequency	Valid Percent
None	16	9.5
Only a few (less than 25%)	104	61.5
Some (25-50%)	35	20.7
More than half (51-74%)	6	3.6
Most (75-90%)	2	1.2
Nearly all (more than 90%)	6	3.6
Total	169	100.0

Table E.134. What Proportion of the Students Enrolled in This Course/Instructional Program Is Economically Disadvantaged (Qualifies for Free or Reduced-price Lunch)? (TM9)

Proportion of students enrolled in free or reduced-price lunch program	Frequency	Valid Percent
Not sure	53	31.2
None	1	.6
Only a few (less than 25%)	21	12.4
Some (25-50%)	35	20.6
More than half (51-74%)	22	12.9
Most (75-90%)	29	17.1
Nearly all (more than 90%)	9	5.3
Total	170	100.0

Table E.135. What Proportion of the Students Taking This Course/Instructional Program Achieved at Least Basic Performance on Last Year's Corresponding STAR CST Test? (TM10)

Proportion of students that achieved at least basic performance on STAR CST	Frequency	Valid Percent
Not sure	60	35.3
None	13	7.6
Only a few (less than 25%)	45	26.5
Some (25-50%)	33	19.4
More than half (51-74%)	12	7.1
Most (75-90%)	4	2.4
Nearly all (more than 90%)	3	1.8
Total	170	100.0

Table E.136. Do You Use a Primary (Main) Textbook for This Course/Instructional Program? (TM11)

Use of a primary textbook	Frequency	Valid Percent
Yes	114	67.5
No	55	32.5
Total	169	100.0

Table E.137. Provide the Exact Title of the Primary Textbook. (TM11A)

Textbook title	Frequency	Valid Percent
Algebra	1	.6
Algebra 1	28	15.7
ALGEBRA 1		
APPLICATIONS,EQUATIONS AND GRAPHS	1	.6
Algebra 1 California Edition	3	1.7
Algebra 1 Concepts and Skills	2	1.1
Algebra 1, California Edition	1	.6
Algebra 1: Concepts and Skills	1	.6
Algebra 1; California Ed.	1	.6
Algebra 2	4	2.2
Algebra Concepts and Applications	2	1.1
Algebra I	5	2.8
Algebra Readiness	1	.6
Algebra Structure and method	1	.6
Algebra Structure and Method	1	.6
Algebra Structure and Method Book 1	1	.6
ALGEBRA Structure and Method part I	1	.6
Algebra, Concepts and Applications	1	.6
Algebra: Structure and Method	1	.6
CAHSEE	1	.6
Cal. Ed. Pre-Algebra "A transition to Alg. and Geom."	1	.6
California Algebra 1	8	4.5

Appendix E: Instruction Study Survey Response Frequencies

Textbook title	Frequency	Valid Percent
California Algebra I	1	.6
California Geometry	1	.6
California Math Algebra 1	1	.6
College Preparatory Mathematics	1	.6
College Preparatory Mathematics Algebra Connections	1	.6
CPM	1	.6
CPM Algebra Connections	1	.6
Discovering Geometry	1	.6
Extended Algebra 1	1	.6
geometry	1	.6
Geometry	7	3.9
Holt California Algebra 1	1	.6
Integrated Mathematics 1	1	.6
Kaplan Advantage CAHSEE	1	.6
KAPLAN CAHSEE	1	.6
Literature The Readers Choice	1	.6
Math - Algebra 1	1	.6
Math Algebra 1	1	.6
Mathematics 2: Geometry	1	.6
MathMatters	1	.6
Measuring up	1	.6
Measuring Up	7	3.9
Measuring Up to the California Content Standards	2	1.1
Measuring Up to the California Content Standards (exit level)	1	.6
Meeting the California Challenge	2	1.1
Momentum Math- various volumes	1	.6
Pacemaker Geometry, First Edition	1	.6
Pacemaker/ Algebra 1	1	.6
Practical Mathematics	1	.6
Pre-Algebra	1	.6
Prentice Hall Mathematics Geometry	1	.6
Simplified Solutions Complete CAHSEE Mathematics Study Guide	1	.6
Total	178	100.0

Table E.138. Provide the Author's or Publisher's Name. (TM11A)

Textbook author's or publisher's name	Frequency	Valid Percent
Bellman, Bragg, Charles, Hall, Handlin, Dennedy/ Pearson Prentice Hall	1	.6
Brown et al/McDougal Littell - Houghton Mifflin	1	.6
Burger, Chard, Hall, Kennedy, Leinwand, Renfro, Roby, Seymour, Waits (HOLT, REINHART and WINSTON	1	.6
CPM Educational Program	2	1.1
Diane Miller/Peoples Education, Inc,	1	.6
Diane Miller/Peoples Educations	1	.6
Dietriker, Kysh, Sallee, and Hoey	1	.6
Dolciani/ Houghton Mifflin	1	.6
Glencoe	5	2.8
Glencoe Mathematics	1	.6
Glencoe McGraw-Hill	2	1.1
Glencoe/ McGraw-Hill	1	.6
Globe Fearon, Inc.	1	.6
Globe Furon Fearon?	1	.6
Holt	1	.6
Holt	8	4.5
Holt, Rinehart and Winston	1	.6
Holt/Rinehart/ Winston	1	.6
Jean Giarrusso and others/McDougal Littell	1	.6
Judy Ann Brown	1	.6
Jurgensen, Brown, Jurgensen/ McDougal Littell	1	.6
Kaplan	1	.6
Larson Boswell Kanold Stiff/ McDougal Littell	1	.6
Larson, Boswell, Kanold, Stiff/McDougal Littell	1	.6
Larson, Boswell, Kanold, Stiff/McDougal Littell	2	1.1
Larson/McDougal Littell	2	1.1
McDougal-Littell	2	1.1
McDougal Littell	2	1.1
Mcdougal Littell Brown Dolciani	1	.6
Sorgenfrey Cole	1	.6
Mcdougal Littell	1	.6
McDougal Littell	16	9.0
McDOUGAL LITTELL	1	.6
McDougal Littell1	1	.6
McDougall Littell	1	.6
Michael Serra/ Key Curriculum Press	1	.6
Pearson AGS Globe	1	.6
Pearson Learning Group	1	.6
Pearson Prentice Hall	3	1.7

Textbook author's or publisher's name	Frequency	Valid Percent
Pearson/ Prentice Hall Mathematics	1	.6
Pearson/ Prentice Hall	1	.6
Peoples Education	5	2.8
Peoples Education, Inc	1	.6
Peoples Publishing Group	1	.6
Prentice Hall	1	.6
Prentice-Hall	1	.6
Prentice Hall	14	7.9
Prentice Hall Mathematics	1	.6
Prentice Hall Mathematics	4	2.2
Prentice/Hall	1	.6
Revolution	1	.6
Rubenstein, Craine, Butts; McDougall Littell	1	.6
Sallee/Kysh/ Kasimatis/Hoey	1	.6
Simplified Solutions For Math, Inc.	1	.6
UCLA	1	.6

Table E.139. Provide the Publication Date. (TM11A)

Textbook publication date	Frequency	Valid Percent
1990-	1	.6
1990	1	.6
1998	2	1.1
2000	5	2.8
2001	19	10.7
2001 (We are getting new textbooks next school year)	1	.6
2002	6	3.4
2003	2	1.1
2003?	1	.6
2004	10	5.6
2005	9	5.1
2006	3	1.7
2007	7	3.9
2008	15	8.4
2009	11	6.2
Peoples Education	1	.6
Total	178	100.0

Table E.140. Approximately how Much of the Primary Textbook Do You Use? (TM11B)

Textbook coverage	Frequency	Valid Percent
Some (less than 40%)	16	14.0
About half (40-60%)	16	14.0
Most (61-95%)	55	48.2
All (96-110%)	27	23.7
Total	114	100.0

Table E.141. How Long Have You Used the Primary Textbook (or an Earlier Edition of This Textbook)? (TM11C)

Length of textbook use	Frequency	Valid Percent
This is my first year	43	37.7
This is my second year	22	19.3
3-5 years	28	24.6
More than 5 years	21	18.4
Total	114	100.0

Table E.142. Indicate how Often You Use Other Texts in This Course/Instructional Program. (TM12)

Other text use frequency	Frequency	Valid Percent
3-5 days a week	18	11.6
Once or twice a week	27	17.4
Once or twice a month	28	18.1
Rarely	37	23.9
Never	45	29.0
Total	155	100.0

Table E.143. Indicate How Often You Use Commercially Prepared Material(s) (Not Computer or Internet-based) in This Course/Instructional Program. (TM12)

Commercially prepared materials use frequency	Frequency	Valid Percent
3-5 days a week	17	10.4
Once or twice a week	44	27.0
Once or twice a month	41	25.2
Rarely	28	17.2
Never	33	20.2
Total	163	100.0

Table E.144. Indicate How Often You Use Materials You Have Created in This Course/Instructional Program. (TM12)

Frequency	Other Texts (n=163)	Commercially Prepared Materials (not computer based) (n=163)	Materials you have created (n=163)	Computer-based programs (n=158)	Internet-based Materials (n=163)	District-made Materials (n=161)	Materials another teacher created (n=162)
3 to 5 days a week	25.8	10.4	25.8	15.2	7.4	5.0	4.9
Once or twice a week	33.1	27.0	33.1	19.6	19.0	11.8	14.8
Once or twice a month	29.4	25.2	29.4	17.7	17.2	16.8	30.9
Rarely	6.1	17.2	6.1	25.3	27.6	35.4	32.1
Never	5.5	20.2	5.5	22.2	28.8	31.1	17.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table E.145. To What Extent Is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Instruction? (TM13)

Extent CAHSEE is useful for making positive changes in instruction	Frequency	Valid Percent
Not at all	37	21.9
Slight extent	58	34.3
Moderate extent	54	32.0
Great extent	20	11.8
Total	169	100.0

Table E.146. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Assessment? (TM14)

Extent CAHSEE is useful for making positive changes in assessment	Frequency	Valid Percent
Not at all	35	20.7
Slight extent	62	36.7
Moderate extent	48	28.4
Great extent	24	14.2
Total	169	100.0

Table E.147. To What Extent Do the Results of CAHSEE Provide Useful Information for Making Inferences About School Improvement? (TM15)

Extent CAHSEE provides useful information for making inferences about school improvement	Frequency	Valid Percent
Not at all	20	11.8
Slight extent	59	34.7
Moderate extent	69	40.6
Great extent	22	12.9
Total	170	100.0

Table E.148. How Often Have You Used Various Types of Problems in Your Mathematics Classroom This Year? (TM16)

	Open-ended Problems (n=169)	Problems that take a few days or more to complete (n=166)	Problems using manipulatives (n=168)	Problems emphasizing relationships among concepts (n=168)
Rarely, if ever	17.2	62.0	26.8	3.6
Bimonthly	8.9	9.0	22.6	7.1
Monthly	14.2	17.5	22.0	13.7
Weekly	31.4	9.0	23.2	34.5
Daily	28.4	2.4	5.4	41.1
Total	100.0	100.0	100.0	100.0

Table E.149. How Often Do You Use Various Types of Assessments? (TM17)

Frequency of use	Commercial Benchmark Tests (n=164)	Teacher made tests (n=165)	Tests you have created (n=162)	Released test items (n=166)	On demand writing (n=161)	District-wide assessments (n=165)	Tests another teacher created (n=165)
Rarely, if ever	48.8	10.9	8.0	12.7	70.8	39.4	50.9
Bimonthly	18.3	5.5	6.8	18.7	5.0	35.8	15.2
Monthly	22.6	32.1	23.5	30.7	11.2	13.9	19.4
Weekly	9.1	49.1	50.6	25.3	6.2	7.9	10.9
Daily	1.2	2.4	11.1	12.7	6.8	3.0	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table E.150. How Do You Use Assessment Results? (TM18)

Assessment result use	Frequency	Percent
Provide feedback to students	158	88.8
Modify lesson plans	152	85.4
Practice differential Instruction	122	68.5
Assign students to supplemental or remedial classes	55	30.9
Provide feedback to the district	52	29.2
Other (please specify)	18	10.1

Table E.151. How Do You Use Assessment Results? (Other, Please Specify) (TM18)

Other assessment result use	Frequency	Valid Percent
All of the above, except 'Provide feedback to District.'	1	.6
Collaboration with other teachers in the Math dept. to unify instruction from one to another and create a bank of best practices.	1	.6
Communication with parent and special ed, case manager.	1	.6
Generate focus topics in which students demonstrate a need	1	.6
Help students see what they still do not understand--- cumulative assessments	1	.6
I use student tutors in my Algebra 1a class, and I often use assessment results to provide parameters for 1-1 tutorial assistance to students.	1	.6
I use them in IEP and SST meetings with teachers, administrators, parents, and students	1	.6
Inform parents of child's progress and mastery.	1	.6
Know what content to spiral	1	.6
Provide feedback for Math Department	1	.6
Provide feedback to parents.	1	.6
Reteach	1	.6
Reteach and emphasize what is important about the concept.	1	.6
The CAHSEE results allows (sic) me to prioritize the strands according to class and students needs	1	.6
To assess what the student has and has not learned.		
Unfortunately, we are on pacing schedules so we rarely have time to go back and re-teach material.	1	.6
To re-teach certain lessons not mastered.	1	.6

Table E.152. How Do You Collaborate With Other Teachers? (TM19)

Collaboration method	Frequency	Percent
Do not collaborate	12	6.7
Aligning instruction across courses	111	62.4
Planning coverage of CAHSEE standards	86	48.3
Assessing individual student needs	91	51.1
Sharing ideas about teaching strategies	148	83.1
Other (please specify)	20	11.2

Table E.153. How Do You Collaborate With Other Teachers? (Other, Please Specify). (TM19)

Other collaboration method	Frequency	Valid Percent
Algebra classes at Burton have the same lessons/material taught every day, same assessments, etc. We collaborate on a daily basis.	1	.6
Compare results to reteach and modify lessons	1	.6
Consult colligues colleagues [or "sic"] for 'methods' that have proven successful for them.	1	.6
Create common assessments align instruction within course	1	.6
Create common assessments, create pacing guides, assess teaching methods, share best teaching practices, compare scores, identify areas of growth and create plans for sections where students are having difficulty.	1	.6
Create common quarter assessments.	1	.6
Develop common assessments	1	.6
For the CAHSEE Math Prep class I don't collaborate with others because I am the only one teaching this class. For Geometry and Algebra 2 I collaborate with other teachers on a weekly basis.	1	.6
I am the only teacher for this course but I do collaborate with other teachers for other subjects	1	.6
I collaborate daily with a special ed teacher during three periods a day.	1	.6
I work closely with another teacher on all lesson plans, what we are doing on a day-to-day basis, the cumulative and summative assessments, classroom activities, classroom projects, etc (everything).	1	.6
PLC Algebra group meets at least once a month to discuss common formative assessments, teaching strategies, pacing and important standards to address in the classroom on a daily basis.	1	.6
Review the School District's pacing guide and sequence of how the Algebra 1 material is to be taught.	1	.6
Share ideas about projects-based learning that is kinesthetic and interesting to students.	1	.6
Share lesson plans	1	.6
Use and design common assessments	1	.6
Via district worked on establishing pacing, benchmark tests, on textbook adoption and curriculum meetings. Via school site work with PLTs (Professional Learning Team)	1	.6
We have had common chapter assessments for a few years at this school.	1	.6
Write common assessments	1	.6
Write Tests	1	.6

Table E.154. How Important Is CAHSEE Preparation Relative to the Other Instructional Goals of This Course? (TM20)

Importance of CAHSEE preparation	Frequency	Valid Percent
Of little or no importance	20	12.0
Somewhat important	31	18.6
Important, along with other goals	88	52.7
The most important factor in my teaching	28	16.8
Total	167	100.0

Table E.155. To What Extent Have You Focused on Increasing the Use of CAHSEE-like Tasks in Regular Instruction in Preparing Your Students for CAHSEE? (TM21)

Extent focus on strategy	Increasing CAHSEE-like tasks in regular instruction (n=168)	Increasing match between instruction and CAHSEE content (n=167)	Increasing test-taking skills (n=166)
Not at all	10.7	11.4	4.2
Slight extent	26.2	24.6	21.7
Moderate extent	36.9	29.9	36.1
Great extent	26.2	34.1	38.0
Total	100.0	100.0	100.0

Table E.156. What Proportion of the Following Strands is Covered in This Course/Instructional Program as Part of California's Content Standards Associated With the CAHSEE? (Descriptive Statistics) (TM22)

Strand	N	Minimum	Maximum	Mean	Std. Deviation
Statistics, data analysis, and probability	148	0	100	13.72	16.096
Number sense	154	0	100	18.60	14.709
Algebra and functions	149	0	60	18.79	10.387
Measurement and geometry	149	0	100	15.72	16.767
Algebra I	159	0	100	27.95	22.374
Mathematical reasoning	155	0	100	12.89	13.056
Valid N (listwise)	138				

Table E.157. What Proportion of This Course/Instructional Program Covers Statistics, Data Analysis, and Probability as Part of California's Content Standards Associated with the CAHSEE? (TM22)

Proportion as %	Frequency	Valid Percent
0	21	14.2
1	1	.7
2	4	2.7
3	1	.7
5	20	13.5
10	45	30.4
15	18	12.2
16	3	2.0
17	1	.7
18	3	2.0
20	13	8.8
25	5	3.4
30	6	4.1
50	3	2.0
80	1	.7
85	1	.7
100	2	1.4
Total	148	100.0

Table E.158. What Proportion of This Course/Instructional Program Covers Number Sense as Part of California's Content Standards Associated With the CAHSEE? (TM22)

Proportion as %	Frequency	Valid Percent
0	6	3.9
1	1	.6
2	3	1.9
5	9	5.8
6	2	1.3
10	32	20.8
15	29	18.8
16	1	.6
18	4	2.6
20	31	20.1
25	8	5.2
27	1	.6
30	16	10.4
35	2	1.3
40	3	1.9
50	2	1.3
60	1	.6
80	1	.6
100	2	1.3
Total	154	100.0

Table E.159. What Proportion of This Course/Instructional Program Covers Algebra and Functions as Part of California's Content Standards Associated With the CAHSEE? (TM22)

Proportion as %	Frequency	Valid Percent
0	7	4.7
1	1	.7
5	10	6.7
10	18	12.1
15	28	18.8
16	3	2.0
18	2	1.3
20	40	26.8
21	2	1.3
22	1	.7
25	10	6.7
26	1	.7
30	15	10.1
35	1	.7
40	7	4.7
50	2	1.3
60	1	.7
Total	149	100.0

Table E.160. What Proportion of This Course/Instructional Program Covers Measurement and Geometry as Part of California's Content Standards Associated with the CAHSEE? (TM22)

Proportion as %	Frequency	Valid Percent
0	16	10.7
1	1	.7
2	1	.7
5	26	17.4
10	33	22.1
15	20	13.4
16	2	1.3
18	3	2.0
20	28	18.8
21	3	2.0
25	1	.7
30	4	2.7
40	1	.7
45	1	.7
50	2	1.3
60	1	.7
70	3	2.0
75	1	.7
96	1	.7
100	1	.7
Total	149	100.0

Table E.161. What Proportion of This Course/Instructional Program Covers Algebra 1 as Part of California's Content Standards Associated With the CAHSEE? (TM22)

Proportion as %	Frequency	Valid Percent
0	7	4.4
2	2	1.3
3	1	.6
4	1	.6
5	5	3.1
10	21	13.2
15	19	11.9
16	2	1.3
18	2	1.3
20	29	18.2
25	13	8.2
27	1	.6
30	13	8.2
35	3	1.9
40	9	5.7
45	1	.6
50	9	5.7
53	1	.6
60	4	2.5
65	3	1.9
70	5	3.1
75	1	.6
80	2	1.3
95	2	1.3
100	3	1.9
Total	159	100.0

Table E.162. What Proportion of This Course/Instructional Program Covers Mathematical Reasoning as Part of California's Content Standards Associated With the CAHSEE? (TM22)

Proportion as %	Frequency	Valid Percent
0	13	8.4
2	2	1.3
3	2	1.3
5	21	13.5
7	1	.6
9	1	.6
10	63	40.6
11	2	1.3
13	1	.6
15	16	10.3
16	2	1.3
20	18	11.6
25	5	3.2
35	2	1.3
40	2	1.3
45	1	.6
50	1	.6
100	2	1.3
Total	155	100.0

Table E.163. To What Extent Do Student and Parent Issues Limit the Overall Effectiveness of This Course/Instructional Program? (TM23)

Extent limiting	Student Attendance (n=164)	Student Pre-requisite knowledge or skills (n=165)	Student Motivation (n=165)	English Proficiency (n=165)	Parental Support (n=165)	Student Behaviors (n=164)
Not at all	3.7	3.0	0.6	13.9	7.9	3.0
Slight extent	14.0	7.9	6.1	32.1	26.1	17.7
Moderate extent	21.3	18.2	14.5	36.4	25.5	25.6
Great extent	27.4	35.8	37.0	12.1	24.8	26.8
Very great extent	33.5	35.2	41.8	5.5	15.8	26.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.164. To What Extent Do Teacher, School, and Administrative Issues Limit the Overall Effectiveness of This Course/Instructional Program? (TELA23)

Extent limiting	Materials/ Resources (n=164)	My Own Knowledge/ or Experience (n=163)	My Own Ability to Engage Students (n=164)	Master Schedule Limitations (n=163)	Administrative Support (n=164)	Other (please specify) (n=20)
Not at all	24.4	47.9	24.4	41.7	42.1	50.0
Slight extent	28.0	16.6	32.9	26.4	22.6	10.0
Moderate extent	26.2	7.4	7.9	18.4	17.7	5.0
Great extent	15.2	13.5	18.9	9.2	11.6	5.0
Very great extent	6.1	14.7	15.9	4.3	6.1	30.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.165. To What Extent Does Another Issue Limit the Overall Effectiveness of This Course/Instructional Program (Other, Please Specify)? (TM23)

Other limiting issue	Frequency	Valid Percent
District Support	1	.6
Forcing students into algebra in 8th grade when they're not ready	1	.6
If they don't pass the exam, they mentally check out of the course.	1	.6
Lack of Math Support Classes	1	.6
Note: Answered according to what actually caused limitations.	1	.6
Other math teacher's perceptions	1	.6
Professional Development	1	.6
Proper placement of students in class	1	.6
Seniors who don't need to pass the class in order to graduate make up more than half of the class.	1	.6
Students not reaching proficiency in 7th grade moved on to Algebra without revisiting 7th grade standards.	1	.6
Students willing to do homework	1	.6

Table E.166. Please Estimate the Number of Students in This Course or Instructional Program Who Have Dropped Out of School This Year. (Include All Sections) (TM24)

Number of Students	Frequency	Valid Percent
1	21	11.8
2	22	12.4
3	15	8.4
4	10	5.6
5	18	10.1
6	6	3.4
7	6	3.4
8	3	1.7
9	1	0.6
10	16	9
11	2	1.1
12	3	1.7
14	1	0.6
15	3	1.7
16	1	0.6
17	1	0.6
20	4	2.2
30	1	0.6
40	1	0.6
50+	2	1.1
Total	178	100.0

Table E.167. Please Estimate the Number of Students in This Course or Instructional Program Who Have Dropped Out of School This Year (Descriptive Statistics). (Include all sections) (TM24)

	N	Minimum	Maximum	Mean	Std. Deviation
Estimate number of students in this course who have dropped out of school this year.	135	1	40	6.01	5.830

Table E.168. To What Extent Do Students in This Course/Instructional Program Understand the Consequences of Not Passing the CAHSEE? (TM25)

Extent students in this course/instructional program understand the consequences of not passing the CAHSEE	Frequency	Valid Percent
Not at all	8	4.8
Slight extent	15	9.1
Moderate extent	50	30.3
Great extent	57	34.5
Very great extent	35	21.2
Total	165	100.0

Table E.169. To What Extent Did (or Will) the Students in This Course/ Instructional Program Receive Counseling About Their Options for Additional Remediation or Testing if They Do Not Pass the CAHSEE on Their Next Try? (TM26)

Extent did (or will) the students in this course/Instructional program receive counseling about their options for additional remediation or testing If they do not pass the CAHSEE on their next try	Frequency	Valid Percent
Not at all	2	1.2
Slight extent	8	4.9
Moderate extent	35	21.3
Great extent	56	34.1
Very great extent	63	38.4
Total	164	100.0

Table E.170. What is Your Highest Level of Education? (TM27)

Highest level of education	Frequency	Valid Percent
Bachelor's degree	4	2.4
Some graduate school	19	11.5
Advanced degree (MA, EdD, PhD)	77	46.7
Teaching credential	56	33.9
Other (please specify)	9	5.5
Total	165	100.0

Table E.171. What is Your Highest Level of Education (Other, Please Specify)? (TM27)

Other highest level of education	Frequency	Valid Percent
BA + 49 w/ credential	1	.6
Bachelor's degree plus a teaching credential in Math	1	.6
Bachelor's degree with one year of a two-yr credential program complete	1	.6
BS in Engineering, BA in Humanities, Teaching Credential, Business Background	1	.6
Course work for four credentials: General Secondary; Standard Secondary; Spec Ed; Administrative	1	.6
MA and teaching credential	1	.6
SS Math Credential, currently getting a masters	1	.6
Teaching Credential and graduate school	1	.6
teaching credential plus 60 units	1	.6

Table E.172. What Teaching Credential(s) Do You Hold? (TM28)

Teaching credential held	Frequency	Percent
General (single or multiple subject)	125	81.5
Special Education	9	5.1
EL Credential/Authorization	75	42.1
Emergency	4	2.2
Intern	7	3.9
Other (please specify)	10	5.6

Table E.173. In What Subject Do You Hold Your General Teaching Credential (Subject 1)? (TM28)

Teaching credential subject (subject 1)	Frequency	Valid Percent
BCLAD single subject in Mathematics	1	.6
Business	2	1.1
Business Education	1	.6
Business Education grades 7-12	1	.6
Clear Single Subject Mathematics	1	.6
Clear Single subject in Mathematics	1	.6
DISTRICT intern credential; single subject math	1	.6
Foundational Math	2	1.1
Foundational Mathematics	1	.6
General Secondary	1	.6
Liberal Studies/Multiple Subjects	1	.6
Life Science and Mathematics	1	.6
Math	2	1.1
Math	6	3.4
Math K-12 credential	1	.6
Mathematics	3	1.7
Mathematics	21	11.8
Mathematics, 7-12	1	.6
Mathematics, Life Science, Physical Education	1	.6
Mathematics	1	.6
Mult. subj.	1	.6
Multiple subject	3	1.7
Multiple Subject	8	4.5
Multiple Subject & Single Subject: Mathematics	1	.6
Multiple Subject Credential	1	.6
Multiple Subject with Math Supplement	1	.6
Music (K-12)	1	.6
PE, Science, Health, Computers, Math	1	.6
Physical Education	3	1.7
PHYSICAL EDUCATION	1	.6
Physical Education, Psychology, Math Supplemental Authorization	1	.6
Preliminary single subject math	1	.6

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Teaching credential subject (subject 1)	Frequency	Valid Percent
Professional Clear Mathematics	1	.6
Professional Clear Single Subject in Mathematics with CLAD emphasis	1	.6
Professional Clear SS; Physical Ed with a supplement in math	1	.6
r2m	1	.6
Ryan Californian Single Subject Social Science	1	.6
Ryan Single Subject with Supplemental	1	.6
Secondary Mathematics	2	1.1
Single Subject-Math (all levels)	1	.6
Single Subject - Business	1	.6
Single Subject - Business Education	1	.6
Single Subject - math	1	.6
Single Subject - Math	1	.6
Single Subject - Math with supplemental in Psychology	1	.6
Single subject - mathematics	1	.6
Single Subject - Mathematics	3	1.7
Single subject	2	1.1
single subject mathematics	1	.6
Single Subject (Life Credential) Physical ED.	1	.6
Single subject (mathematics)	1	.6
Single Subject CLAD - Business with a Math Supplemental	1	.6
Single Subject CLEAR credential	1	.6
Single Subject Clear Credential in Mathematics (Advanced)	1	.6
Single Subject Clear with CLAD	1	.6
Single Subject Credential; Gen. Math, Algebra, Geometry, Probability & Statistics, Consumer Math	1	.6
Single subject credential in Business Education with a supplemental credential in Math	1	.6
Single Subject Credential in Math	1	.6
Single subject credential in mathematics	1	.6
Single subject for math	1	.6
Single Subject in Chemistry	1	.6
Single subject in Mathematics	1	.6
Single Subject in Mathematics	1	.6
Single subject math	4	2.2
Single subject math	2	1.1
Single Subject Math	7	3.9
Single subject math with CLAD	1	.6
Single subject mathematics	2	1.1
Single Subject Mathematics	3	1.7
Single Subject Mathematics (Highly Qualified)	1	.6
Single Subject Mathematics Credential	1	.6
Single subject Ryan life in Math K-12	1	.6
Single Subject Teaching Credential in the Field of	1	.6

Appendix E: Instruction Study Survey Response Frequencies

Teaching credential subject (subject 1)	Frequency	Valid Percent
Mathematics		
Single subject, math	1	.6
Single Subject, Math and Psychology	1	.6
Single Subject, Mathematics	2	1.1
Single subject/ Math	1	.6
Single Subject: Math, Social Studies, authorization in English	1	.6
Single subject: Math and Spanish (BCLAD)	1	.6
Single subject: mathematics	1	.6
Single Subject: Mathematics	2	1.1
Single Subject; English	1	.6
Single/Life Science	1	.6
Social Science	1	.6
SS math	1	.6
SS Math, SS Phys. Ed.	1	.6
SS Mathematics K-12	1	.6
Vocal music ed. (clear)	1	.6
Waiver, Single Subject Mathematics	1	.6

Table E.174. In What Subject Do You Hold a Teaching Credential (Subject 2)? (TM28)

Teaching credential subject (subject 2)	Freq	Valid Percent
CLAD	1	.6
Community College Credential	1	.6
Computer Applications	1	.6
Economics	1	.6
Foundation Level Mathematics	1	.6
Foundational Level Mathematics Authorization	1	.6
Foundational Math	1	.6
General Science	1	.6
Industrial and Technology Education	1	.6
Life Sciences	1	.6
Math	1	.6
Math supplement	1	.6
Math Supplement grades 7-9	1	.6
Math supplemental	1	.6
Mathematic	1	.6
Mathematics	1	.6
MATHEMATICS	1	.6
Mathematics (Level I)--through Alg. II	1	.6
Mathematics Supplement K-9 (Departmentalized)	1	.6
Mild/Moderate Level II	1	.6
Multiple Subject	2	1.1
National Board Certification in Adolescent and Youth Math	1	.6
Phys Sci	1	.6
Physical Education	2	1.1
Physical Science	1	.6
Professional Clear English	1	.6
Psychology	1	.6
Ryan Californian Multiple Subject Elementary	1	.6
Science	1	.6
Single Subject Foundational Math	1	.6
Single Subject Math	1	.6
Single Subject Math (NCLB)	1	.6
Single Subject Math nearly complete	1	.6
Sociology	1	.6
Standard Secondary- Sociology	1	.6
Supplemental - Math	1	.6
Supplemental authorization in Math (Highly qualified)	1	.6
Supplemental Authorization in Mathematics	1	.6
Supplemental in mathematics	1	.6
Supplemental Physical Education	1	.6
Supplementary/	1	.6
Introduction Mathematics	1	.6

Table E.175. In What Subject Do You Hold a Teaching Credential (Subject 3)? (TM28)

Teaching credential subject (subject 3)	Frequency	Valid Percent
Administrative Services and a Pupil Personnel Services Credentials	1	.6
Business Administration	1	.6
Chemistry	1	.6
CLAD	2	1.1
French	1	.6
Reading Specialization	1	.6
SCIENCE	1	.6
SDAIE	1	.6
Single Subject Music	1	.6
Technology	1	.6

Table E.176. Do You Hold Another Type of Teaching Credential (Other, Please Specify)? (TM28)

Other teaching credential subject	Frequency	Valid Percent
Administrative	1	.6
Administrative Credential	1	.6
Almost finished with CLAD program	1	.6
BCLAD	1	.6
Clear Certificate of Completion of Staff Development	1	.6
Finishing mathematics credential	1	.6
MBA degree	1	.6
National Board Certified Teacher, AYA Mathematics	1	.6
RSP Certificate	1	.6
Subject competency: Math (CSET Single Subject Math Passer)	1	.6

Table E.177. Indicate the Major Field for the Teaching Credential You Hold. (TM29)

Teaching credential major field	Frequency	Valid Percent
English	1	.6
Mathematics	123	75.0
Science	4	2.4
Education	9	5.5
Other (please specify)	27	16.5
Total	164	100.0

Table E.178. Indicate the Major Field for the Teaching Credential You Hold (Other, Please Specify). (TM29)

Other teaching credential major field	Frequency	Valid Percent
BA: Music- Audio Recording MA: Education: Curriculum & Instruction	1	.6
BS PE,MS health	1	.6
Business	1	.6
Business (computers)	1	.6
Business Education	2	1.1
Business/Technology	1	.6
Elementary Education	1	.6
French	1	.6
General Secondary	1	.6
I took the CSET/English on May 16, 2009	1	.6
Liberal Studies	1	.6
Mult. subj.	1	.6
Multi-subject	1	.6
Multiple Subject	1	.6
Multiple Subject with Mathematics Supplement	1	.6
Music	1	.6
PE and supplement in math	1	.6
Physical Education	4	2.2
PHYSICAL EDUCATION	1	.6
Physical Education, Math supplemental	1	.6
Social Science and Mathematics	1	.6
Social Science/ Elementary Education, Administration and Counseling	1	.6
Special Education	1	.6

Table E.179. How many total years of teaching experience do you have? (TM30)

Total years teaching experience	Frequency	Valid Percent
Less than 1	2	1.2
1	8	4.8
2	8	4.8
3	14	8.5
4	4	2.4
5	14	8.5
6	4	2.4
7	9	5.5
8	11	6.7
9	4	2.4
10	9	5.5
11	6	3.6
12	2	1.2
13	6	3.6
14	1	.6
15	15	9.1
16	9	5.5
18	3	1.8
19	6	3.6
20	2	1.2
22	2	1.2
23	2	1.2
24	2	1.2
25	3	1.8
26	1	.6
27	1	.6
28	2	1.2
29	2	1.2
30	5	3.0
31	1	.6
32	1	.6
34	2	1.2
35	1	.6
37	1	.6
38	1	.6
42	1	.6

Table E.180. How Many Total Years of Teaching Experience Do You Have? (Descriptive Statistics). (TM30)

	N	Minimum	Maximum	Mean	Std. Deviation
Total years teaching experience?	165	Less than 1	42	12.26	9.383

Table E.181. How Many Years of Experience Do You Have Teaching This Course/Instructional Program? (TM31)

Years experience teaching this course/program	Frequency	Valid Percent
Less than 1	20	12.1
1	21	12.7
2	20	12.1
3	21	12.7
4	17	10.3
5	13	7.9
6	7	4.2
7	7	4.2
8	7	4.2
9	2	1.2
10	12	7.3
11	3	1.8
12	1	.6
13	2	1.2
14	4	2.4
17	1	.6
18	1	.6
19	1	.6
20	3	1.8
25	1	.6
30	1	.6
Total	165	100.0

Table E.182. How Many Years of Experience Do You Have Teaching This Course/Instructional Program (Descriptive Statistics)? (TM31)

	N	Minimum	Maximum	Mean	Std. Deviation
Years experience teaching this course/instructional program?	165	Less than 1	30	4.96	5.287

Table E.183. In Which Areas Have You Received Professional Development? (TM32)

Area of professional development	Frequency	Percent
Have not received professional development	11	6.2
CAHSEE purpose	71	39.9
CAHSEE requirements	88	49.4
CAHSEE blueprints	61	34.3
California Content Standards	117	65.7
New practices or Instructional strategies	124	69.7
Interpreting assessments and using them to guide instruction	105	59.0
Other (please specify)	19	10.7

Table E.184. Have You Received Professional Development in Another Area (Other, Please Specify)? (TM32)

Other area of professional development	Frequency	Valid Percent
5 years as only math teacher at Glenview Continuation High School	1	.6
Algebra Leadership Institute conducted by UC Berkeley Hsing Wu through LACOE in Downey	1	.6
AVID	1	.6
CAHSEE practice booklets	1	.6
CAHSEE preparatory class	1	.6
Cal State University (CSU) - Algebra Thinking Institute, 2 years	1	.6
CaMSP	1	.6
Classroom Management trainer	1	.6
Correctional education; Teaching At Risk students	1	.6
Differentiated Instruction. Socratic Seminar	1	.6
EL strategies	1	.6
I work with the Content Review Committee on CAHSEE Math	1	.6
Mastery math training	1	.6
Mathematics teaching strategies	1	.6
Most of the 'professional development' courses I have gone to are a useless, waste of time -- and I am considered a very good teacher at my school.	1	.6
None - I need to comment: I answered these questions based on the course listed - 'algebra II.' 99% of algebra 2 students have already passed the CAHSEE. These questions don't apply to Alg. 2 kids.	1	.6
Researched on my own (internet)	1	.6
Training to use a different CAHSEE program	1	.6
Use of technology in instruction	1	.6

High School Teacher—EL Frequency Distributions

Table E.185. In Which Subject Area is This Course/Instructional Program Associated? (TEL1)

Course subject	Frequency	Valid Percent
ELA	73	83.0
Mathematics	7	8.0
Both ELA and Mathematics	3	3.4
Other (please specify)	5	5.7
Total	88	100.0

Table E.186. What Type of Course/Instructional Program is This (Other, Please Specify)? (TEL1)

Other course subject	Frequency	Valid Percent
EL Coordinator	1	1.1
ELA and ELL	1	1.1
ELD	3	3.2
English Elective	1	1.1

Table E.187. What Is the Time Frame for When This Course/Instructional Program Is Offered? (TEL2)

Course timeframe	Percent (n=95)
Regular School Hours	92.6
Before or after school	5.3
Summer School	14.7
Inter-session break	1.1
Other (please specify)	1.1

Table E.188. What Is the Time Frame for When This Course/Instructional Program Is Offered? (Other, Please Specify)? (TEL2)

Other course timeframe	Frequency	Percent
Lunch, during extra periods in the school day	1	1.1

Table E.189. What is the Duration of This Course/Instructional Program? (TEL3)

Course duration	Frequency	Valid Percent
Quarter	1	1.1
Semester	14	15.7
Full school year	65	73.0
2 school years	2	2.2
Other (please specify)	7	7.9
Total	89	100.0

Table E.190. What is the Duration of This Course/Instructional Program? (Other, Please Specify) (TEL3)

Other course duration	Frequency	Valid Percent
A full school year and up to 2 school years if needed	1	1.1
After school: Quarter/ semester. During school day: Full year. Summer school: whole duration	1	1.1
Each level is generally 1 full year and there are four levels, plus one level of SDAIE before regular English.	1	1.1
ELD is a 1-year course while CAHSEE is a semester course	1	1.1
Accelerated Semester	1	1.1
Full Year, 2 periods per day	1	1.1
3 school years	1	1.1
We do our CAHSEE prep as part of our daily curriculum.	1	1.1

Table E.191. What Type of Course/Instructional Program Is This? (TEL4)

Type of course/program	Frequency	Valid Percent
Required core content course	34	38.2
Intact alternative to core content course for ELs	25	28.1
Remediation course for those who haven't passed CAHSEE	12	13.5
Alternative remediation for ELs	5	5.6
Other (please specify)	13	14.6
Total	89	100.0

Table E.192. What Type of Course/Instructional Program Is This (Other, Please Specify)? (TEL4)

Other type of course/program	Frequency	Valid Percent
CAHSEE Preparation	1	1.1
ELD 1	1	1.1
ELD 3 is required content for ELD students who have not been mainstreamed	1	1.1
ELD 7/8 is a course that counts for the Regular English class the student would be taking according to their grade if they weren't in the ELD program	1	1.1
Elective pre requisite for Algebra for special education students	1	1.1
English Language Development class	1	1.1
Incoming 8th graders, students needing to pass CAHSEE, English learners	1	1.1
Integrated in the curriculum	1	1.1
Literacy Support in addition to core English - target English learners	1	1.1
Remediation course open to all students but grouped as English learners	1	1.1
Remediation course open to all students who have not passed CAHSEE, and targeted 9th/10 graders who may fail based on current class grade and CST scores	1	1.1
Remediation for students scoring below basic or far below basic on CST.	1	1.1
Remediation reading course open for English Language Learners	1	1.1
Supplemental reading intervention	1	1.1

Table E.193. What Percentage of Instruction in This Course/Instructional Program Is Provided by a General Education Teacher? (TEL5)

Percentage of instruction provided by a general education teacher	Frequency	Valid Percent
None	18	20.7
Only a little (less than 25%)	2	2.3
Some (25-50%)	3	3.4
More than half (51-74%)	1	1.1
Most (75-90%)	4	4.6
Nearly all (more than 90%)	59	67.8
Total	87	100.0

Table E.194. If This Is an Alternative/Intervention Course or You are Acting as a Resource Teacher, How Frequently Do You Collaborate with the Students' Core Content Teachers? (TEL6).

Collaboration frequency of alternative/intervention course teachers and resource teachers	Frequency	Valid Percent
More than once a week	2	2.3
Once a week	3	3.4
Every 2-3 weeks	3	3.4
About once a month	4	4.6
Less than once a month	8	9.2
Students don't have gen. ed, core content teachers	4	4.6
Not applicable	63	72.4
Total	87	100.0

Table E.195. How are Students Chosen for This Course/Instructional Program (Required Core Content Course)? (TEL7)

Student selection into course	Frequency	Percent
Required core content course	18	18.9
Previously did not pass the CAHSEE	21	22.1
California Standards Test scores	19	20.0
Pre-assessment or periodic assessment	22	23.2
EL status	61	64.2
Individualized Education Program decision	3	3.2
Teacher nomination	9	9.5
Students self-select into course	4	4.2
Other (please specify)	9	9.5

Table E.196. How Are Students Chosen for This Course/Instructional Program? (Other, Please Specify) (TEL7)

Other student selection into course	Frequency	Valid Percent
Below CELDT 4 and 5 or more yrs. in US, low lexile level	1	1.1
California English Language Development Test	1	1.1
CELDT Score and number of years enrolled in US schools	1	1.1
CELDT scores	1	1.1
CELDT Test	1	1.1
Designated Spanish speaker at home - low test scores	1	1.1
Grade Specific -- 11th Grade	1	1.1
School runs out of electives	1	1.1
Students that come to our school are tested to see what level of English they need take	1	1.1

Table E.197. At What Grade Level Is the Majority of the Students Who Take This Course/Instructional Program? (TEL8)

Grade level of majority of students	Frequency	Valid Percent
9 th	20	22.7
10 th	30	34.1
11 th	14	15.9
12 th	3	3.4
Other (please specify)	21	23.9
Total	88	100.0

Table E.198. At What Grade Level are the Majority of the Students who Take This Course/Instructional Program (Other, Please Specify)? (TEL8)

Other grade level of majority of students	Frequency	Valid Percent
11th and 12th grade students	1	1.1
40067	4	4.2
9-12th grade	1	1.1
9th-12th	2	2.1
9th -12th mixed	1	1.1
9th through 12th grade	1	1.1
9th through 12th.	1	1.1
All grades	1	1.1
All grades: 9th, 10th, 11th, and 12th	1	1.1
Equal across the board	1	1.1
It depends. If after, before, or summer school: 10th. If during school day: 11th	1	1.1
It fluctuates as students move in and out of the district. Currently, I have more seniors than any other grade level, but last year the majority were freshmen. The course is 9th-12th.	1	1.1
Mixed	1	1.1
Mixed class 9-12	1	1.1
Mixed level	1	1.1
There all levels in an ELD class because they are placed according to skills, not grade	1	1.1
We service all grade levels	1	1.1

Table E.199. To What Extent Are the Students Who Began This Course/Instructional Program Prepared to Pass the CAHSEE? (TEL9)

Extent students who began This course/instructional program are prepared to pass the CAHSEE	Frequency	Valid Percent
Not at all	7	8.0
Slight extent	29	33.0
Moderate extent	37	42.0
Great extent	11	12.5
Very great extent	4	4.5
Total	88	100.0

Table E.200. What Percentage of Students in This Course/Instructional Program Has an Individualized Education Program (IEP)? (TEL10)

Percentage of Students with an IEP	Frequency	Valid Percent
None	26	29.5
Only a few (less than 25%)	48	54.5
Some (25-50%)	9	10.2
More than half (51-74%)	1	1.1
Most (75-90%)	1	1.1
Nearly all (more than 90%)	3	3.4
Total	88	100.0

Table E.201. What Proportion of the Students Who Take This Course Achieved at Least Basic Performance on Last Year's Corresponding STAR CST test? (TEL11)

Proportion of students that achieved at least basic performance on STAR CST	Frequency	Valid Percent
Not sure	22	25.3
None	7	8.0
Only a few (less than 25%)	25	28.7
Some (25-50%)	22	25.3
More than half (51-74%)	7	8.0
Most (75-90%)	3	3.4
Nearly all (more than 90%)	1	1.1
Total	87	100.0

Table E.202. On Average, How Long Have Most of the Students Who Take This Course/Instructional Program Been in the United States? (TEL12)

Average time students have lived in the US	Frequency	Valid Percent
Not sure or too variable to rate	16	18.6
Less than 1 year	6	7.0
1 - 2 years	18	20.9
2 - 4 years	14	16.3
More than 4 years	32	37.2
Total	86	100.0

Table E.203. On Average, How Long Have Most of the Students Who Take This Course/Instructional Program Been Classified as English Learners? (TEL13)

Average time students classified as EL	Frequency	Valid Percent
Not sure or too variable to rate	28	32.9
Less than 1 year	4	4.7
1 - 2 years	16	18.8
2 - 4 years	18	21.2
More than 4 years	19	22.4
Total	85	100.0

Table E.204. What Proportion of This Course/Instructional Program is Taught in English? (TEL14)

Proportion of course taught in English	Frequency	Valid Percent
None	1	1.2
Some (25-50%)	1	1.2
Most (75-90%)	5	5.9
Nearly all (more than 90%)	78	91.8
Total	85	100.0

Table E.205. How Many Native or Primary Languages are Represented Among Students in This Course/Instructional Program? (TEL15)

Number of languages represented	Frequency	Valid Percent
1	12	14.5
2 - 3	44	53.0
4 - 5	14	16.9
6 - 7	5	6.0
more than 7	8	9.6
Total	83	100.0

Table E.206. What Proportion of the Students who Take This Course/Instructional Program is Migrant/Transitory? (TEL16)

Migrant/transitory students	Frequency	Valid Percent
Not sure	33	39.3
None	9	10.7
Only a few (less than 25%)	24	28.6
Some (25-50%)	11	13.1
More than half (51-74%)	3	3.6
Most (75-90%)	3	3.6
Nearly all (more than 90%)	1	1.2
Total	84	100.0

Table E.207. Please Describe the English Proficiency of Students in This Course/Instructional Program. (TEL17)

English proficiency level	Frequency	Percent
Beginning English Proficiency CELDT Levels 1 and 2	45	47.4
Moderate English Proficiency CELDT Levels 3 or 4	64	67.4
CELDT Level 5	23	24.2
Reclassified Fluent English Proficient (RFEP)	18	18.9

Table E.208. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Instruction? (TEL18)

Extent CAHSEE is useful for making positive changes in instruction	Frequency	Valid Percent
Not at all	14	17.1
Slight extent	29	35.4
Moderate extent	28	34.1
Great extent	11	13.4
Total	82	100.0

Table E.209. To What Extent Is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Assessment? (TEL19)

Extent CAHSEE is useful for making positive changes in assessment	Frequency	Valid Percent
Not at all	16	19.5
Slight extent	27	32.9
Moderate extent	26	31.7
Great extent	13	15.9
Total	82	100.0

Table E.210. To What Extent Do the Results of CAHSEE Provide Useful Information for Making Inferences About School Improvement? (TEL20)

Extent CAHSEE provides useful information for making inferences about school improvement	Frequency	Valid Percent
Not at all	9	10.8
Slight extent	25	30.1
Moderate extent	37	44.6
Great extent	12	14.5
Total	83	100.0

Table E.211. If ELA Content Is Covered in This Course, How Often Have You Used Various Types of Activities This Year? (TEL21A)

Frequency of use	Writing workshops (n=76)	Read and analyze novels or novellas (n=74)	Read and analyze short stories (n=76)	Read and analyze short passages (n=74)	Apply reading and writing to real-life situations (n=76)	Vocab instruction/ assessment (n=75)
ELA not covered (n=7)	-	-	-	-	-	-
Rarely, if ever	14.5	29.7	10.5	4.1	2.6	2.7
Bimonthly	15.8	16.2	3.9	1.4	7.9	4.0
Monthly	28.9	12.2	17.1	4.1	13.2	2.7
Weekly	31.6	27.0	55.3	60.8	44.7	44.0
Daily	9.2	14.9	13.2	29.7	31.6	46.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.212. If Mathematics Content Is Covered in This Course, How Often Have You Used Various Problem Types This Year? (TEL21B)

Frequency of use	Open-ended Problems (n=15)	Problems that take a few days or more to complete (n=14)	Problems using manipulatives (n=14)	Problems emphasizing relationships among concepts (n=14)
Math not covered (n=65)	-	-	-	-
Rarely, if ever	33.3	57.1	35.7	28.6
Bimonthly	6.7	.0	7.1	0.0
Monthly	0.0	7.1	21.4	7.1
Weekly	20.0	14.3	28.6	35.7
Daily	40.0	21.4	7.1	28.6
Total	100.0	100.0	100.0	100.0

Table E.213. How Important Is CAHSEE Preparation Relative to the Other Instructional Goals of This Course? (TEL22)

Importance of CAHSEE preparation	Frequency	Valid Percent
Of little or no importance	4	4.8
Somewhat important	18	21.7
Important, along with other goals	51	61.4
The most important factor in this course	10	12.0
Total	83	100.0

Table E.214. To What Extent Have You Focused on Various Strategies in Preparing Your Students for CAHSEE? (TEL23)

Extent focus on strategy	Increasing CAHSEE-like tasks in regular instruction (n=82)	Increasing match between instruction and CAHSEE content (n=83)	Increasing test-taking skills (n=83)
Not at all	8.5	12.0	4.8
Slight extent	24.4	20.5	21.7
Moderate extent	41.5	49.4	37.3
Great extent	25.6	18.1	36.1
Total	100.0	100.0	100.0

Table E.215. Do You Use a Primary (Main) Textbook for This Course/Instructional Program? (TEL24)

Use of a primary textbook	Frequency	Valid Percent
Yes	54	66.7
No	27	33.3
Total	81	100.0

Table E.216. Provide the Exact Title of the Primary Textbook. (TEL24A)

Textbook title	Frequency	Valid Percent
Algebra 1	1	1.1
American Literature	1	1.1
Basic Math Skills	1	1.1
California Mathematics Review	1	1.1
California Algebra 1	1	1.1
California Language Arts Review	1	1.1
CPM Algebra Connection	1	1.1
Edge	5	5.3
EDGE	3	3.2
Edge Level A	1	1.1
EDGE Reading, Writing and Language	1	1.1
ELD 1A: High Point Basics; ELD 3: Edge level B	1	1.1
English-Language Arts Study Guide	1	1.1
English Now! Unit 4 Level C	1	1.1
High Point	7	7.4
High Point A	1	1.1
High Point level A	1	1.1
High Point: Success in Language Literature & Content	1	1.1
Highpoint	1	1.1
HighPoint	1	1.1
Holt Literature & Language Arts	1	1.1
Language! 4th Edition	1	1.1
Language! A Literacy Intervention Curriculum	1	1.1
Literature: Timeless Voices, Timeless Themes	1	1.1
Measuring Up	1	1.1
Measuring Up California English Language Arts Exit Level	1	1.1
Measuring Up to the California Content Standards English / Math Language Arts (Early Preparation)	1	1.1
Note: We will use a different one next year; a 9th grade English one right now we use : Holt Literature & Language Arts for 7th Graders	1	1.1
Preparing for the California High School Exit Examination An English Language Arts Study Guide RBook	1	1.1
Read 180 Stage C rBook	1	1.1
Revolution CAHSEE Math & English - Language Arts	1	1.1
Shining Star - Beginner	1	1.1
Shining star series by Longman	1	1.1
Step Forward (Levels 3 and 4)	1	1.1
The Language of Literature	1	1.1
The Reader's Choice, Literature	1	1.1
Timeless Voices, Timeless Themes	1	1.1
Visions	2	2.1
Visions/ Edge	1	1.1

Table E.217. Provide the Author's or Publisher's name. (TEL24A)

Textbook author's or publisher's name	Frequency	Valid Percent
AGS	1	1.1
American Book Company	2	2.1
California Department of Education	2	2.1
CPM	1	1.1
Glencoe	1	1.1
Glencoe/McGraw-Hill/Sopris West	1	1.1
Hampton-Brown	8	8.4
Hampton-Brown, National Geographic	1	1.1
Hampton Brown	13	13.7
Hampton Brown/National Geographic	1	1.1
Heinle	1	1.1
Holt	2	2.1
Holt Rinehart Winston	1	1.1
Kennedy, Bellman, Charles, Hall, Handlin/Prentice Hall	1	1.1
Lit Conn	1	1.1
McDougal-Littell	1	1.1
McDougall Littell	1	1.1
Oxford University Press	1	1.1
Pearson Longman	1	1.1
Peoples Education	3	3.2
Prentice Hall	2	2.1
Revolution Prep, LLC	1	1.1
Scholastic	2	2.1
Sopris West Educational Services	1	1.1
Thompson Heinle/ Hampton Brown	1	1.1
Thomson Heinle	1	1.1

Table E.218. Provide the Publication Date. (TEL24A)

Textbook publication date	Frequency	Valid Percent
1987	1	1.1
1997	2	2.1
1998	2	2.1
2000	1	1.1
2002	3	3.2
2003	3	3.2
2004	3	3.2
2004/ 2006	1	1.1
2005	5	5.3
2006	5	5.3
2007	3	3.2
2008	5	5.3
2009	3	3.2
Not applicable	1	1.1
Not sure	3	3.2

Table E.219. Approximately How Much of the Primary Textbook Do You Use? (TEL24B)

	Frequency	Valid Percent
Some (less than 40%)	4	7.3
About half (40-60%)	8	14.5
Most (61-95%)	20	36.4
All (96-100%)	23	41.8
Total	55	100.0

Table E.220. Indicate How Often You Use Various Supplemental Materials in This Course/Instructional Program. (TEL25)

Supplemental materials use frequency	Other Texts (n=78)	Commercially Prepared Materials (not computer based) (n=77)	Materials you have created (n=80)	Computer-based programs (n=80)	Internet-based Materials (n=81)	District-made Materials (n=80)	Materials another teacher created (n=80)
3 to 5 days a week	20.5	14.3	26.3	12.5	9.9	8.8	8.8
Once or twice a week	29.5	22.1	35.0	20.0	23.5	16.3	13.8
Once or twice a month	20.5	28.6	28.8	23.8	33.3	15.0	31.3
Rarely	16.7	24.7	7.5	23.8	17.3	31.3	26.3
Never	12.8	10.4	2.5	20.0	16.0	28.8	20.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table E.221. How Often Do You Use Various Types of Assessments? (TEL26)

Assessment type use	Commercial Benchmark Tests (n=78)	Tests you have created (n=79)	Released test items (n=80)	On demand writing (n=79)	District-wide assessments (n=79)	Tests another teacher created (n=78)
3 - 5 days a week	2.6	8.9	5.0	15.2	2.5	2.6
Once or twice a week	9.0	36.7	20.0	29.1	5.1	3.8
Once or twice a month	26.9	39.2	41.3	32.9	27.8	20.5
Rarely	28.2	6.3	26.3	17.7	34.2	29.5
Never	26.9	8.9	7.5	3.8	26.6	41.0
Not familiar with this assessment	6.4	-	-	1.3	3.8	2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.222. How Do You Use Assessment Results? (TEL27)

Assessment result use	Frequency	Percent
Provide feedback to students	77	81.1
Modify lesson plans	73	76.8
Practice differential Instruction	60	63.2
Assign students to supplemental or remedial classes	22	23.2
Provide feedback to the district	36	37.9
Other (please specify)	7	7.4

Table E.223. How Do You Use Assessment Results (Other, Please Specify)? (TEL27)

Other assessment result use	Frequency	Valid Percent
In collaboration with department members	1	1.1
Re-teaching	1	1.1
Students use assessment results as a guide to what they have mastered and what they still need to review.	1	1.1
to track progress	1	1.1
Track progress on standards	1	1.1
We use the results in our PLC meetings	1	1.1

Table E.224. To What Extent Do Student and Parent Issues Limit the Overall Effectiveness of This Course/Instructional Program? (TEL28)

Extent limiting	Student Attendance (n=79)	Student Pre-requisite knowledge or skills (n=79)	Student Motivation (n=78)	English Proficiency (n=78)	Parental Support (n=79)	Student Behaviors (n=79)
Not at all	16.5	5.1	9.0	7.7	17.7	19.0
Slight extent	17.7	16.5	9.0	20.5	11.4	21.5
Moderate extent	17.7	29.1	19.2	32.1	29.1	29.1
Great extent	20.3	31.6	33.3	25.6	26.6	10.1
Very great extent	27.8	17.7	29.5	14.1	15.2	20.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.225. To What Extent Do Teacher, School, and Administrative Issues Limit the Overall Effectiveness of This Course/Instructional Program? (TELA28)

Extent limiting	Materials/ Resources (n=79)	My Own Knowledge or Experience (n=76)	My Own Ability to Engage Students (n=79)	Other (please specify) (n=8)
Not at all	21.5	38.2	38.0	50.0
Slight extent	26.6	26.3	24.1	0.0
Moderate extent	27.8	5.3	5.1	12.5
Great extent	15.2	22.4	21.5	25.0
Very great extent	8.9	7.9	11.4	12.5
Total	100.0	100.0	100.0	100.0

Table E.226. To What Extent Does Another Issue Limit the Overall Effectiveness of This Course/Instructional Program (Other, Please Specify)? (TEL28)

Other limiting issue	Frequency	Valid Percent
Replaced High Point with Eng Now! at semester	1	1.1
Teaching content and language proficiency all at once	1	1.1
The course curriculum is limited and does not incorporate enough essay writing	1	1.1

Table E.227. In Your Opinion, to What Extent Do Students in This Course/Instructional Program Understand the Consequences of Not Passing the CAHSEE? (TEL29)

Extent students understand the consequences of not passing the CAHSEE	Frequency	Valid Percent
Slight extent	5	6.3
Moderate extent	13	16.5
Great extent	24	30.4
Very great extent	37	46.8
Total	79	100.0

Table E.228. To What Extent Did (or Will) the Students in This Course/Instructional Program Receive Counseling About Their Options for Additional Remediation or Testing if They Do Not Pass the CAHSEE on Their Next Try? (TEL30)

Extent did (or will) the students in this course/instructional program receive counseling about their options for additional remediation or testing if they do not pass the CAHSEE on their next try	Frequency	Valid Percent
Not at all	3	3.8
Slight extent	11	13.9
Moderate extent	17	21.5
Great extent	29	36.7
Very great extent	19	24.1
Total	79	100.0

Table E.229. What is Your Highest Level of Education? (TEL32)

Highest level of education	Frequency	Valid Percent
Bachelor's degree	3	3.8
Some graduate school	16	20.3
Advanced degree (MA, EdD, PhD)	41	51.9
Teaching credential	19	24.1
Total	79	100.0

Table E.230. What Teaching Credential(s) Do You Hold? (TEL33)

Teaching credential	Frequency	Percent
General (single or multiple subject)	69	72.6
Special Education	4	4.2
EL Credential/Authorization	61	64.2
Emergency	-	-
Intern	1	1.1
Other (please specify)	7	7.4

Table E.231. In What Subject Do You Hold Your General Teaching Credential (Subject 1)? (TEL33)

Teaching credential subject (subject 1)	Frequency	Valid Percent
Clear Professional Single Subject in English	1	1.1
Clear Single Subject: Social Science, Mathematics, ELD	1	1.1
Cross Cultural Education in Education Single subject credential.	1	1.1
English	1	1.1
English	16	16.8
English and Drama single subject	1	1.1
English and Psychology Single Subject Clear	1	1.1
English credential 7-12	1	1.1
English secondary, Reading Specialist K-12, Social Science secondary, PE secondary	1	1.1
English Single Subject	1	1.1
English Single Subject CLAD credential	1	1.1
English; concentration in multicultural	1	1.1
Language Arts	1	1.1
Life English Credential	1	1.1
Multiple subject	2	2.1
Multiple Subject	2	2.1
Multiple Subject BCLAD	1	1.1
Multiple subject with a supplement in Mathematics	1	1.1
Multiple Subject, Professional Clear Teaching Credential	1	1.1
Multiple subject: English, Math, Science, Arts, Social Studies	1	1.1
Multiple Subject Supplementary Math Credential	1	1.1
Ryan English	1	1.1
Ryan single subject - English	1	1.1
Ryan Single Subject, Fisher General Secondary	1	1.1
Secondary Education-Single Subject English	1	1.1
Single Subject- English	1	1.1
Single Subject- English; French	1	1.1
Single subject – English	1	1.1
Single Subject	1	1.1
Single Subject Clear – English	1	1.1
single subject English	2	2.1
Single Subject English	5	5.3
Single subject English	1	1.1
Single Subject in English	3	3.2
Single Subject US History	1	1.1
Single Subject, English	2	2.1
Single Subject/English	1	1.1
Single Subject: English	2	2.1
Single Subject: Spanish	1	1.1
Single subject English	1	1.1
Spanish	1	1.1

Table E.232. In What Subject Do You Hold Your General Teaching Credential (Subject 2)? (TEL33)

Teaching credential subject (subject 2)	Frequency	Valid Percent
BCLAD	1	1.1
Bilingual-cross cultural specialist credential (BCLAD equivalent)	1	1.1
Chinese	1	1.1
Clear Professional Multiple Subjects	1	1.1
Learning Handicap credential	1	1.1
Multiple Subject	1	1.1
Psychology	1	1.1
Pupil Personnel Services Credential	1	1.1
Single Subject- Social Science	1	1.1
Social studies	1	1.1
Spanish	1	1.1

Table E.233. In What Subject Do You Hold Your General Teaching Credential (Subject 3)? (TEL33)

Teaching credential subject (subject 3)	Frequency	Valid Percent
Resource Credential	1	1.1

Table E.234. Do You Hold Another Type of Teaching Credential (Other, Please Specify)? (TEL33)

Other teaching credential	Frequency	Valid Percent
Administrative Services Credential	1	1.1
Authorization to teach Spanish	1	1.1
BCLAD	1	1.1
English Supplemental	1	1.1
Language Development Specialist (CLAD)	1	1.1
Limited Assignment Permit, Spanish	1	1.1
Master's Degree in English; JD	1	1.1
Master's degree in TESOL	1	1.1
Preliminary Adm. Credential	1	1.1

Table E.235. How Many Total Years of Experience Do You Have Teaching? (TEL34)

Total years experience	Frequency	Valid Percent
Less than 1	1	1.3
1	2	2.6
2	3	3.8
3	4	5.1
4	4	5.1
5	6	7.7
6	4	5.1
7	4	5.1
8	4	5.1
9	3	3.8
10	5	6.4
11	3	3.8
12	3	3.8
13	4	5.1
14	1	1.3
15	2	2.6
16	2	2.6
17	2	2.6
18	4	5.1
20	4	5.1
23	3	3.8
24	1	1.3
26	1	1.3
28	1	1.3
29	1	1.3
30	1	1.3
33	1	1.3
34	2	2.6
35	1	1.3
38	1	1.3
Total	78	100.0

Table E.236. How Many Total Years of Experience Do You Have Teaching? (Descriptive Statistics) (TEL34)

	N	Minimum	Maximum	Mean	Std. Deviation
How many total years of teaching experience do you have?	78	Less than 1	38	12.68	9.259

Table E.237. How Many Total Years of Experience Do You Have Teaching English Learners? (TEL35)

Total years EL experience	Frequency	Valid Percent
Less than 1	1	1.3
1	5	6.3
2	8	10.1
3	8	10.1
4	8	10.1
5	10	12.7
6	3	3.8
7	3	3.8
8	3	3.8
9	2	2.5
10	3	3.8
11	1	1.3
12	2	2.5
13	3	3.8
15	4	5.1
16	1	1.3
17	1	1.3
18	3	3.8
20	2	2.5
22	1	1.3
23	2	2.5
24	1	1.3
25	2	2.5
34	2	2.5
Total	79	100.0

Table E.238. How many total years of experience do you have teaching English learners? Descriptive statistics. (TEL35)

	N	Minimum	Maximum	Mean	Std. Deviation
How many total year of experience teaching ELs?	79	Less than 1	34	8.96	7.897

Table E.239. How Many Total Years of Experience Do You Have Teaching This Course/Instructional Program? (TEL36)

Total years experience with this course/instructional program	Frequency	Valid Percent
Less than 1	6	7.6
1	15	19.0
2	17	21.5
3	8	10.1
4	7	8.9
5	12	15.2
7	2	2.5
8	2	2.5
10	3	3.8
12	1	1.3
13	2	2.5
14	1	1.3
18	1	1.3
20	1	1.3
23	1	1.3
Total	79	100.0

Table E.240. How Many Total Years of Experience Do You Have Teaching This Course/Instructional Program? (Descriptive statistics) (TEL36)

	N	Minimum	Maximum	Mean	Std. Deviation
Total years teaching course/program reported	79	Less than 1	23	4.15	4.625

Table E.241. In Which Areas Have You Received Professional Development? (TEL37)

Area of professional development	Frequency	Percent
Have not received professional development	3	3.2
CAHSEE purpose	41	43.2
CAHSEE requirements	40	42.1
CAHSEE blueprints	26	27.4
California Content Standards	60	63.2
New practices or Instructional strategies	67	70.5
Interpreting assessments and using them to guide instruction	46	48.4
Other (please specify)	11	11.6

Table E.242. In Which Areas Have You Received Professional Development? (Other, Please Specify)? (TEL37)

Other area of professional development	Frequency	Valid Percent
AP, SIOP, Interdisciplinary teaching, project based learning, service learning, etc.	1	1.1
ARISE	1	1.1
AVID strategies, Differentiating Instruction, Numerous CAHSEE writing workshops, many more....	1	1.1
AVID, UBD	1	1.1
CAHSEE Writing Preparation Project Write	1	1.1
High Point training and Eng Now! training	1	1.1
Professional Learning Communities / Teams (PLC's / PLT's)	1	1.1
Reading Apprenticeship and AVID	1	1.1
Second Language Acquisition	1	1.1
SIOP	1	1.1
Supporting ELD students in passing the essay portion of the CAHSEE	1	1.1

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Table E.243. In Which Subject Area Is This Course/Instructional Program Associated? (SD1)

Course subject	Frequency	Valid Percent
ELA	49	38.9
Mathematics	35	27.8
Both ELA and Math	23	18.3
Other (please specify)	19	15.1
Total	126	100.0

Table E.244. In Which Subject Area Is This Course/Instructional Program Associated (Other, Please Specify)? (SD1)

Other course subject	Frequency	Valid Percent
Algebra 1-RSP	1	.8
Algebra 1A	1	.8
All subjects - Learning Center Support Model	1	.8
Class that deals with emotional, academic and vocational issues for our ED population	1	.8
History	1	.8
I teach one CAHSEE ELA course, and one Combination class	1	.8
Math, ELA, life skills, vocational	1	.8
rsp	1	.8
Science	1	.8
Special education- ELA	1	.8
Special Education - assistance with ELA and Math	1	.8
Special Education	5	4.0
Special Education: Special Day Class	1	.8
Study skills, test prep, organization	1	.8
Supports students with their coursework	1	.8
The special education program at Segerstrom is a full inclusion consultation program providing special education support and services in the general education classes.	1	.8
Vocational and on-the-job-training	1	.8

Table E.245. What Is the Time Frame for When This Course/Instructional Program Is Offered? (SD2)

Course timeframe	Percent
Regular School Hours (n=126)	94.4
Before or after school (n=126)	13.5
Summer School (n=126)	15.1
Inter-session break (n=126)	0.8
Other (please specify) (n=126)	2.4

Table E.246. What Is the Time Frame for When This Course/Instructional Program Is Offered? (Other, Please Specify)? (SD2)

Other course timeframe	Frequency	Valid Percent
1 during the school day and 1 after school	1	.8
At instructor's discretion	1	.8
Saturday CAHSEE classes, we do all 3 plus whatever we can to assist our students.	1	.8

Table E.247. What is the Duration of This Course/Instructional Program? (SD3)

Course duration	Frequency	Valid Percent
Few days	1	.8
Few weeks	3	2.4
Quarter	1	.8
Semester	15	12.0
Full school year	92	73.6
2 school years	9	7.2
Other (please specify)	4	3.2
Total	125	100.0

Table E.248. What is the Duration of This Course/Instructional Program (Other, Please Specify)? (SD3)

Other course duration	Frequency	Valid Percent
I interrupt our regular English curr. to do CAHSEE instruction for one month prior to the CAHSEE.	1	.8
It could be used together with core content approved text	1	.8
1 month	1	.8
1-year course, but has a cycle of 4 years, due to the fact that most students took this class for 4 years.	1	.8
we are a self paced school - 60 hours	1	.8

Table E.249. What Type of Course/Instructional Program Is This? (SD4)

Type of course/program	Frequency	Valid Percent
Required core content course	28	22.6
Alternative core content for students with disabilities	31	25.0
Remediation course for students who haven't passed CAHSEE	18	14.5
Alternative remediation for students with disabilities	24	19.4
Remediation course for those post Grade 12	1	.8
Other (please specify)	22	17.7
Total	124	100.0

Table E.250. What Type of Course/Instructional Program is This (Other, Please Specify)? (SD4)

Other type of course/program	Frequency	Valid Percent
1 remediation course open to all and 1 for 12th grade who have failed	1	.8
A support class available for all students with an IEP - to better access general education curriculum (and by default prepare for CAHSEE)	1	.8
Alternative to core content targeted for student not proficient and disabilities	1	.8
Both for alternative remediation course targeted to students with disabilities and 12th graders who failed CAHSEE	1	.8
Class which supports students who have an IEP	1	.8
Core content course targeted to students with disabilities	1	.8
Core requirement taught over the year instead of a semester.	1	.8
ELD	1	.8
Elective/study skills	1	.8
for RSP and SDC students only	1	.8
Offered course during day to spec. Ed; after school to other students	1	.8
Remidiation (sic) course open to 11th and 12th grade students, both special ed and gen. ed	1	.8
Required course content and remediation course targeted to students with disabilities	1	.8
Required course to graduate modified to meet the needs of the SDC, Resource, deaf and blind students including regular ed students who have failed Algebra 1A/1B more than once and are site-based	1	.8
Resource Math Class for students with disabilities	1	.8
SDC essential standards used for required course content	1	.8
Special education	1	.8
Special Education	1	.8
Special education required core content course	1	.8
Support for Students Fully Included in General Education Courses	1	.8
Tutoring to support CAHSEE prep -supplemental tutoring on top of general education tutoring	1	.8
Vocational training and on-the-job-training	1	.8

Table E.251. What Percentage of Instruction in This Course/Instructional Program Is Provided by a General Education Teacher? (SD5)

Percentage of instruction provided by a general education teacher	Frequency	Valid Percent
None	96	76.8
Some (25-50%)	5	4.0
More than half (51-74%)	4	3.2
Most (75-90%)	6	4.8
Nearly all (more than 90%)	14	11.2
Total	125	100.0

Table E.252. If This Is an Alternative/Intervention Course or You Are Acting as a Resource Teacher, How Frequently Do You Collaborate with the Students' Core Content Teachers? (SD6)

Collaboration frequency of alternative/intervention course teachers and resource teachers	Frequency	Valid Percent
More than once a week	20	16.0
Once a week	15	12.0
Every 2-3 weeks	10	8.0
About once a month	6	4.8
Less than once a month	6	4.8
Students don't have gen. ed, core content teachers	21	16.8
Not applicable	47	37.6
Total	125	100.0

Table E.253. What Service Model Is Used to Deliver This Course/Instructional Program? (SD7)

Service model	Frequency	Valid Percent
Self-contained	82	66.7
Pull-out	13	10.6
Inclusion/ collaborative	19	15.4
Other (please specify)	9	7.3
Total	123	100.0

Table E.254. What Service Model Is Used to Deliver This Course/Instructional Program (Other, Please Specify)? (SD7)

Other service model	Frequency	Valid Percent
A combination of collaboration and self-contained	1	.8
Both self-contained and inclusion/ collaborative	1	.8
Departmentalized	1	.8
Largely special ed population with a few gen. ed. students	1	.8
Outside of regular school hours.	1	.8
Pull out & inclusion	1	.8
RSP class	1	.8
Students receive additional support in academic lab	1	.8
We do both inclusion and pull-out RS	1	.8

Table E.255. How Are Students Chosen for This Course/Instructional Program? (SD8)

Student selection into course	Frequency	Percent
Required core content course	27	21.4
Previously did not pass the CAHSEE	39	31.0
California Standards Test scores	12	9.5
Pre-assessment or periodic assessment	14	11.1
EL status	5	4.0
Individualized Education Program decision	93	73.8
Teacher nomination	23	18.3
Students self-select into course	8	6.3
Other (please specify)	8	6.3

Table E.256. How Are Students Chosen for This Course/Instructional Program (Other, Please Specify)? (SD8)

Other student selection into course	Frequency	Valid Percent
12th graders who have not passed the test	1	.8
English grades, math grades, CAHSEE practice test as a freshman	1	.8
Failed Algebra repeatedly and site-based (as room allows)	1	.8
IEP driven based on ED diagnoses and apparent need for class	1	.8
IEP team determines placement in INC or RS	1	.8
Students can elect to return to Eng III CR if they have attempted gen. Ed. and with supreme effort, are failing.	1	.8
Students need an elective class	1	.8
Students with disabilities	1	.8

Table E.257. What Percentage of Students in This Course/Instructional Program Has an Individualized Education Program (IEP)? (SD9)

Percentage of Students with an IEP	Frequency	Valid Percent
None	1	.8
Only a few (less than 25%)	6	4.9
Some (25-50%)	11	8.9
More than half (51-74%)	4	3.3
Most (75-90%)	5	4.1
Nearly all (more than 90%)	96	78.0
Total	123	100.0

Table E.258. At What Grade Level Is the Majority of the Students Who Take This Course/Instructional Program? (SD10)

Grade level of majority of students	Frequency	Valid Percent
9 th	23	18.7
10 th	24	19.5
11 th	19	15.4
12 th	20	16.3
Other (please specify)	37	30.1
Total	123	100.0

Table E.259. At What Grade Level Is the Majority of the Students Who Take This Course/Instructional Program (Other, Please Specify)? (SD10)

Other grade level of majority of students	Frequency	Valid Percent
10th through 12th	1	.8
10th, 11th, and 12th	2	1.6
11th and 12th	1	.8
11th and 12th mixed	1	.8
40065	1	.8
40067	5	4.0
7th	1	.8
9 through 12 grades	1	.8
9-10-11-12	1	.8
9th - 11th	1	.8
9th through 12th	1	.8
9th, 10th, 11th	1	.8
9th, 10th, 11th, and 12th	1	.8
All grade levels-instruction based on their skill level	1	.8
All grades if they have not passed the section of Algebra.	1	.8
A mixture of 9th, 10th, 11th and 12th, including super seniors	1	.8
All	1	.8
All grade levels	1	.8
All grades. This is NOT just a CAHSEE prep program, it's a Learning Center model	1	.8
All of the above	1	.8
Any combination of 9-12th	1	.8
Both 11th and 12th	1	.8
Classes include all grades 9-12	1	.8
Different grade levels each period	1	.8
English Concepts is a required A_G course at all grade levels; CAHSEE is given in 10th grade; and for non-pass juniors and seniors.	1	.8
I teach Basic 9th grade and Basic 11th grade Lang. Arts	1	.8
I teach remediation - student has previously failed 9th grade English	1	.8
Mix of grade levels- students are placed on their reading levels	1	.8
Mostly 10th and 11th	1	.8
Primarily 9th and 10th	1	.8
We offer Basic English Grades 9/10 and Basic English 11/12	1	.8
Student grade level range is approximately 1st to 4th grade	1	.8

Table E.260. To What Extent Are the Students Who Began This Course/Instructional Program Prepared to Pass the CAHSEE? (SD11)

Extent students who began This course/instructional program are prepared to pass the CAHSEE	Frequency	Valid Percent
Not at all	12	9.8
Slight extent	36	29.5
Moderate extent	50	41.0
Great extent	19	15.6
Very great extent	5	4.1
Total	122	100.0

Table E.261. What Proportion of the Students Enrolled in This Course/Instructional Program are English Learners (EL)? (SD12)

Percentage of Students that are EL	Frequency	Valid Percent
None	13	10.7
Only a few (less than 25%)	56	45.9
Some (25-50%)	35	28.7
More than half (51-74%)	8	6.6
Most (75-90%)	6	4.9
Nearly all (more than 90%)	4	3.3
Total	122	100.0

Table E.262. What Proportion of the Students who Take This Course Achieved at Least Basic Performance on Last Year's Corresponding STAR CST test? (SD13)

Proportion of students that achieved at least basic performance on STAR CST	Frequency	Valid Percent
Not sure	27	22.1
None	21	17.2
Only a few (less than 25%)	50	41.0
Some (25-50%)	12	9.8
More than half (51-74%)	8	6.6
Most (75-90%)	3	2.5
Nearly all (more than 90%)	1	.8
Total	122	100.0

Table E.263. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Instruction? (SD14)

Extent CAHSEE is useful for making positive changes in instruction	Frequency	Valid Percent
Not at all	16	13.2
Slight extent	37	30.6
Moderate extent	47	38.8
Great extent	21	17.4
Total	121	100.0

Table E.264. To What Extent is CAHSEE a Useful Tool for Helping You Make Positive Changes in Your Assessment? (SD15)

Extent CAHSEE is useful for making positive changes in assessment	Frequency	Valid Percent
Not at all	18	14.9
Slight extent	35	28.9
Moderate extent	46	38.0
Great extent	22	18.2
Total	121	100.0

Table E.265. To What Extent Do the Results of CAHSEE Provide Useful Information for Making Inferences About School Improvement? (SD16)

Extent CAHSEE provides useful information for making inferences about school improvement	Frequency	Valid Percent
Not at all	11	9.0
Slight extent	43	35.2
Moderate extent	44	36.1
Great extent	24	19.7
Total	122	100.0

Table E.266. If English Language Arts Content Is Covered in This Course, How Often Have You Used Various Types of Activities This Year? (SD17A)

Frequency of use	Writing workshops (n=81)	Read and analyze novels or novellas (n=81)	Read and analyze short stories (n=83)	Read and analyze short passages (n=82)	Apply reading and writing to real-life situations (n=83)	Vocab instruction/ assessment (n=84)
ELA not covered (n=37)	-	-	-	-	-	-
Rarely, if ever	23.5	30.9	9.6	3.7	2.4	1.2
Bimonthly	8.6	16.0	10.8	6.1	6.0	1.2
Monthly	29.6	19.8	15.7	7.3	18.1	4.8
Weekly	28.4	17.3	44.6	39.0	42.2	47.6
Daily	9.9	16.0	19.3	43.9	31.3	45.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.267. If Mathematics Content Is Covered in This Course, How Often Have You Used Various Problem Types This Year?? (SD17B)

Frequency of use	Open-ended Problems (n=67)	Problems that take a few days or more to complete (n=66)	Problems using manipulatives (n=68)	Problems emphasizing relationships among concepts (n=67)
Math not covered (n=48)	-	-	-	-
Rarely, if ever	22.4	60.6	30.9	9.0
Bimonthly	7.5	3.0	10.3	4.5
Monthly	10.4	13.6	17.6	7.5
Weekly	37.3	16.7	29.4	32.8
Daily	22.4	6.1	11.8	46.3
Total	100.0	100.0	100.0	100.0

Table E.268. How Important Is CAHSEE Preparation Relative to the Other Instructional Goals of This Course? (SD18)

Importance of CAHSEE preparation	Frequency	Valid Percent
Of little or no importance	9	7.5
Somewhat important	24	20.0
Important, along with other goals	64	53.3
The most important factor in this course	23	19.2
Total	120	100.0

Table E.269. To What Extent Have You Focused on Increasing the Use of CAHSEE-like Tasks in Regular Instruction in Preparing Your Students for CAHSEE? (SD19)

Extent focus on strategy	Increasing use of CAHSEE-like tasks in regular instruction (n=116)	Increasing match between instruction and CAHSEE content (n=116)	Increasing test-taking skills (n=119)
Not at all	5.2	6.9	2.5
Slight extent	20.7	14.7	16.8
Moderate extent	43.1	38.8	40.3
Great extent	31.0	39.7	40.3
Total	100.0	100.0	100.0

Table E.270. Do You Use a Primary Main) Textbook for This Course/Instructional Program? (SD20)

Use of a primary textbook	Frequency	Valid Percent
Yes	55	46.6
No	63	53.4
Total	118	100.0

Table E.271. Provide the Exact Title of the Primary Textbook. (SD20A)

Textbook title	Frequency	Valid Percent
Algebra	1	.8
Algebra	2	1.6
Algebra 1	4	3.2
Algebra 1 Concepts and Skills	1	.8
Algebra 1 Prentice Hall Mathematics	1	.8
Algebra Concepts and Applications	1	.8
Algebra I	3	2.4
America Pathways to the Present/U.S. History	1	.8
American Literature and English Literature	1	.8
Basic English Grammar [or "sic"]	1	.8
Bridges to Literature	1	.8
British Literature	1	.8
CAHSEE math and English-language arts preparation manual	1	.8
CAHSEE Revolution	1	.8
California Grammar & Conventions Review	1	.8
California Mathematics Review	2	1.6
Earth Science	1	.8
Edge	1	.8
Expository Reading and Writing Course	1	.8
Fundamentals of Mathematics	1	.8
Geometry	1	.8
High Point	1	.8
Holt	1	.8
HOLT Interactive Reader and teacher edition for both the Reader and the Text	1	.8
Holt Literature and Language Arts	1	.8
Holt Literature and Language Arts Fifth Course-Essentials of American Literature	1	.8
Holt Literature and Language Arts with workbook	1	.8
Kaplan Advantage CAHSEE ELA and Mathematics	1	.8
Kaplan Advantage CAHSEE English-Language Arts	1	.8
Language!	1	.8
Language! The Comprehensive Literacy Curriculum	1	.8
Literature and Language Arts	2	1.6
Math Course 2, Ca Edition	1	.8
Math, Course 3	1	.8
MOVING WITH MATH	1	.8
Pre-Algebra	2	1.6
R Book (read, write, react) Enterprise Edition	1	.8
rBook FLEX	1	.8
Read 180	2	1.6
READ 180 Stage C rBook	1	.8
The Language of Literature: British Literature	1	.8

Textbook title	Frequency	Valid Percent
Timeless Voices Timeless Themes	1	.8
Timeless Voices, Timeless Themes	1	.8
United States History	1	.8
World History	1	.8

Table E.272. Provide the Author's or Publisher's Name. (SD20A)

Textbook author's or publisher's name	Frequency	Valid Percent
AGS	1	.8
AGS Publishing	2	1.6
American Book Company	3	2.4
CARYL KELLY PIERSON/MATH TEACHERS PRESS, INC.	1	.8
CSU 12th Grade Expository Reading and Writing Task Force	1	.8
Glencoe/McGraw-Hill publisher	1	.8
Glencoe	1	.8
Glencoe McGraw-Hill	1	.8
Globe Fearon	1	.8
Hampton-Brown	1	.8
Hampton Brown	1	.8
Holt	5	4.0
Holt, Rinehart, Winston	1	.8
Houghton-Mifflin	1	.8
KAPLAN K12 LEARNING SERVICES	1	.8
Kaplan Learning Services	1	.8
Larson, Boswell, Kanold, Stiff/ McDougal Littell	1	.8
Larson/McDougal Littell	1	.8
McDougal Littell	1	.8
McDougal Littell	1	.8
McDougal Littell	4	3.2
Pearson AGS Globe	1	.8
Pearson/ags global	1	.8
Pearson/Prentice Hall	1	.8
Prentice hall	1	.8
Prentice Hall	5	4.0
Prentice Hall / AGS	1	.8
Prentice Hall Literature	1	.8
Revolution Prep	1	.8
Scholastic	4	3.2
Scholastic Inc.	1	.8
Sopris West	2	1.6

Table E.273. Provide the Publication Date. (SD20A)

Textbook publication date	Frequency	Valid Percent
1986	1	.8
1997	1	.8
2000	1	.8
2000/2001	1	.8
2001	7	5.6
2002	3	2.4
2003	6	4.8
2004	6	4.8
2005	5	4.0
2006	5	4.0
2007	3	2.4
2008	4	3.2
2009	1	.8
39294	1	.8
Unsure	1	.8

Table E.274. Approximately How Much of the Primary Textbook Do You Use? (SD20B)

Textbook use coverage	Frequency	Valid Percent
Some (less than 40%)	7	12.7
About half (40-60%)	17	30.9
Most (61-95%)	22	40.0
All (96-100%)	9	16.4
Total	55	100.0

Table E.275. How Long Have You Used the Primary Textbook (or an Earlier Edition of This Textbook)? (SD20C)

Textbook length of use	Frequency	Valid Percent
This is my first year using the text.	15	27.3
This is my second year using the text.	16	29.1
I have used this text 3-5 years.	19	34.5
I have used this text more than 5 years.	5	9.1
Total	55	100.0

Table E.276. Indicate How Often You Various Supplemental Materials in This Course/Instructional Program. (SD21)

Supplemental materials use frequency	Other Texts (n=103)	Commercially Prepared Materials (not computer based) (n=113)	Materials you have created (n=109)	Computer-based programs (n=111)	Internet-based Materials (n=113)	District-made Materials (n=113)	Materials another teacher created (n=114)
3 to 5 days a week	22.3	26.5	21.1	10.8	11.5	4.4	7.0
Once or twice a week	27.2	28.3	33.0	20.7	28.3	19.5	12.3
Once or twice a month	26.2	20.4	25.7	22.5	22.1	16.8	27.2
Rarely	16.5	15.0	16.5	32.4	28.3	38.1	35.1
Never	7.8	9.7	3.7	13.5	9.7	21.2	18.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table E.277. How Often Do You Use Various Types of Assessments? (SD22)

Assessment type use frequency	Commercial Benchmark Tests (n=111)	Tests you have created (n=112)	Released test items (n=111)	On demand writing (n=114)	District-wide assessments (n=115)	Tests another teacher created (n=110)
3 - 5 days a week	1.8	4.5	7.2	5.3	-	2.7
Once or twice a week	6.3	40.2	23.4	18.4	7.0	2.7
Once or twice a month	36.0	34.8	44.1	21.1	22.6	18.2
Rarely	30.6	10.7	15.3	21.1	43.5	40.0
Never	16.2	9.8	7.2	21.9	22.6	32.7
Not familiar with this assessment	9.0	-	2.7	12.3	4.3	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.278. How Do You Use Assessment Results? (SD23)

Assessment result use	Frequency	Percent
Provide feedback to students	109	86.5
Modify lesson plans	102	81.0
Practice differential Instruction	91	72.2
Assign students to supplemental or remedial classes	29	23.0
Provide feedback to the district	29	23.0
Other (please specify)	15	11.9

Table E.279. How Do You Use Assessment Results (Other, Please Specify)? (SD23)

Other assessment result use	Frequency	Valid Percent
Determine IEP academic goals/placement	1	.8
Feedback to teacher, reteaching of materials, practice worksheets, pre-tests	1	.8
For IEPs	1	.8
I am experimenting with a student directing reading and the Reading Check and Interpretations at the end of each short story. The student acts as teacher, then requests for students to write the question in their own words and answer each question.	1	.8
I use assessment results to help determine present levels of performance that are added into an IEP. I also use assessments to determine if a student is meeting his/ her IEP goals quarterly.	1	.8
IEP goal setting	1	.8
Information for the IEP	1	.8
Not applicable	1	.8
Report to IEPs and parents	1	.8
Set up special tutorial sessions after school	1	.8
Testing and teaching to the test has no bearing on whether or not a student will be successful in life or happy neither do grades and I think the whole testing focus is absurd.	1	.8
To determine direction of class on a week-to-week basis; constantly modifying the planned curriculum to meet the needs of my students	1	.8
To determine reading levels	1	.8
Use for Present Level of Performance on IEPs.	1	.8
Use information in PLC	1	.8

Table E.280. To What Extent Do Student and Parent Issues Limit the Overall Effectiveness of This Course/Instructional Program? (SD24)

Extent limiting	Student Attendance (n=115)	Student Pre-requisite knowledge or skills (n=117)	Student Motivation (n=116)	English Proficiency (n=115)	Parental Support (n=116)	Student Behaviors (n=117)
Not at all	7.8	3.4	1.7	14.8	6.9	9.4
Slight extent	13.0	18.8	8.6	27.0	19.8	28.2
Moderate extent	19.1	24.8	26.7	34.8	29.3	22.2
Great extent	30.4	30.8	31.9	16.5	26.7	24.8
Very great extent	29.6	22.2	31.0	7.0	17.2	15.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table E.281. To What Extent Do Teacher, School, and Administrative Issues Limit the Overall Effectiveness of This Course/Instructional Program? (SD24)

Extent limiting	Materials/ Resources (n=113)	My Own Knowledge or Experience (n=116)	My Own ability to Engage Students (n=115)	Other (please specify) (n=17)
Not at all	19.5	37.1	35.7	52.9
Slight extent	30.1	35.3	31.3	5.9
Moderate extent	19.5	10.3	7.8	5.9
Great extent	19.5	8.6	14.8	17.6
Very great extent	11.5	8.6	10.4	17.6
Total	100.0	100.0	100.0	100.0

Table E.282. To What Extent Does Another Factor Limit the Overall Effectiveness of This Course/Instructional Program (Other, Please Specify)? (SD24)

Other limiting issue	Frequency	Valid Percent
Class size for this RSP class	1	.8
Completion of nightly homework assignments	1	.8
Computer programs to help assist students	1	.8
ELA deficits not an issue in SDC until CAHSEE failure	1	.8
Interesting materials at a 3rd -6th grade reading level	1	.8
Interruptions for rallies, assemblies, pull-outs	1	.8
Kids get discouraged--especially seniors who have not passed, some border on depression!	1	.8
Language! is a statewide class and the kids have had the class for a number of years. After having the class in middle school and then in high school- the kids need a change of reading program.	1	.8
Students entering after instructions	1	.8
The mixture of students of 9th, 10th, 11th and 12th, including super seniors, in the same class, in the same period	1	.8

Table E.283. In Your Opinion, to What Extent Do Students in This Course/Instructional Program Understand the Consequences of Not Passing the CAHSEE? (SD25)

Extent students understand the consequences of not passing the CAHSEE	Frequency	Valid Percent
Slight extent	11	9.4
Moderate extent	14	12.0
Great extent	41	35.0
Very great extent	51	43.6
Total	117	100.0

Table E.284. To What Extent Did (or Will) the Students in This Course/Instructional Program Receive Counseling About Their Options for Additional Remediation or Testing If They Do Not Pass the CAHSEE on Their Next Try? (SD26)

Extent did (or will) the students in this course/instructional program receive counseling about their options for additional remediation or testing if they do not pass the CAHSEE on their next try	Frequency	Valid Percent
Not at all	1	0.9
Slight extent	6	5.1
Moderate extent	23	19.7
Great extent	48	41.0
Very great extent	39	33.3
Total	117	100.0

Table E.285. What Would Help You Improve Your Students' Pass Rates? (SD27)

Code	Theme for improving students' pass rates	TEL %	SWD %
A	Additional materials (e.g., targeted to student's level, pacing guide, more practice tests)	24	28
B	Specific suggestions for content instruction	20	15
C	Improve student motivation	10	15
D	Earlier intervention or entry into high school with greater English fluency or math skills	11	11
E	Modify the test	6	8
F	Improve student attendance	6	5
G	More one-on-one support or individualized instruction	6	5
H	Improve teacher qualifications or provide professional development	6	3
I	More instructional time to teach test content	4	4
J	More time to teach test taking strategies	4	3
K	Eliminate the CAHSEE requirement	4	3
L	Change the socio-economic environment	4	3
M	Some students will not pass	1	4
N	Additional funding	3	3

Table E.286. What is Your Highest Level of Education? (SD28)

Highest level of education	Frequency	Valid Percent
Bachelor's degree	1	0.9
Some graduate school	14	12.0
Advanced degree (MA, EdD, PhD)	66	56.4
Teaching credential	27	23.1
Other (please specify)	9	7.7
Total	117	100.0

Table E.287. What is Your Highest Level of Education (Other, Please Specify)? (SD28)

Other highest level of education	Frequency	Valid Percent
BA and 2 yrs. of graduate school	1	.8
BA and nearly completed with a masters and credential	1	.8
Bachelor's degree, teaching credential, master's in progress	1	.8
Level 2 Mild/Moderate credential: Special Ed.	1	.8
MA as of June, 2009	1	.8
Masters in Special ed.	1	.8
Teaching credential K-12, special education teaching credential, RSP credential, Masters in Special Education and Administrative Credential (preliminary)	1	.8
Teaching Credential/Some graduate school	1	.8

Table E.288. What Teaching Credential(s) Do You Hold? (SD29)

Teaching credential	Frequency	Percent
General (single or multiple subject)	65	51.6
Special Education	104	82.5
EL Credential/Authorization	53	42.1
Emergency	2	1.6
Intern	3	2.4

Table E.289. In What Subject Do You Hold Your General Teaching Credential (Subject 1)? (SD29)

Teaching credential subject (subject 1)	Frequency	Valid Percent
English	1	.8
English: CLAD, Authorization to teach ESL, NBC	1	.8
Fisher Secondary English, Reading Specialist	1	.8
General multiple subject - life credential	1	.8
K-8 Multiple Subject	1	.8
Kinder thru sen. high and adult multi-subject	1	.8
Mild /Moderate Disabilities Multiple subject	1	.8
Multi-Subject	1	.8
Multi-subject Clear Proff.	1	.8
Multiple Subject	4	3.2
Multiple Subject Credential for K-5	1	.8
Professional multiple subject, K - 12	1	.8
Both	1	.8
Math, psychology, special Ed	1	.8
Physical Education & Health.... add on in Math	1	.8
Multiple subject provisional internship	1	.8
Multiple Subject with CLAD emphasis	1	.8
Multiple Subjects	2	1.6
Multiple Subjects Credential, Resource Specialist Credential, Learning Handicap Credential, Severely Handicap Credential	1	.8
Multiple subject	1	.8
NCLB English	1	.8
PE	1	.8
Physical Education	2	1.6
Professional Clear Multiple Subject Teaching Credential	1	.8
Professional Clear Single Subject; Physical Education	1	.8
Multi-subject	1	.8
Multiple subject: P.E., Speech, Driver Ed./safety Ed. and resource Specialist.	1	.8
Multiple subject	6	4.8
Multiple subject: Clear	1	.8
Multiple subject; business and math supplement	1	.8
Ryan Single Subject Clear-English	1	.8
Secondary English	1	.8
Single Subject-English	1	.8
Single subject - Social Science	1	.8
Single Subject - Social Science	1	.8
Single subject English	1	.8
Single Subject Foundation Mathematics	1	.8
Single subject history	1	.8

Teaching credential subject (subject 1)	Frequency	Valid Percent
Single Subject in P.E.	1	.8
Single subject in physical education	1	.8
Single subject Social Science	1	.8
Single Subject Social Science	1	.8
Single Subject, Physical Education	1	.8
Single subject: Health major/English minor	1	.8
Single Subject: Math	1	.8
Social Science	2	1.6
Social Science Life	1	.8
Social studies	1	.8

Table E.290. In What Subject Do You Hold Your General Teaching Credential (Subject 2)? (SD29)

Teaching credential subject (subject 2)	Frequency	Valid Percent
CLAD	1	.8
Clad	1	.8
LH Specialist	1	.8
LH, Resource Specialist	1	.8
Learning Handicapped	1	.8
Multiple Subject	1	.8
Physical Handicap Credential, CLAD, two Masters plus ; the list goes on and on	1	.8
Resource Credential	1	.8
Ryan Multisubject	1	.8
Supplemental drama	1	.8

Table E.291. In What Subject Do You Hold a Teaching Credential (Subject 3)? (SD29)

Teaching credential subject (subject 3)	Frequency	Valid Percent
MA Education Administration	1	.8
Resource Certificate	1	.8
Severely Handicapped	1	.8
Single Subject	1	.8

Table E.292. Do You Hold Another Type of Teaching Credential (Other, Please Specify)? (SD29)

Other teaching credential	Freq	Valid Percent
Administrative credential	1	.8
Administrative Services Credential	1	.8
CLAD	1	.8
Clinical Rehab Credential, Speech and Language Pathology License	1	.8
Clinical Rehabilitative Credential with classroom authorization	1	.8
Administrative	1	.8
Completed Admin of Education masters program, taking comps, June 09	1	.8
Culinary Arts credential	1	.8
Early Childhood Specialization and Elementary ed.	1	.8
Housed in Math and English	1	.8
HQT: Math, Science, English, Social Science and Government.	1	.8
Illinois Teaching Certificates Elementary Ed, Learning Dis, Behavior Dis, EMH, Social Science endorsement	1	.8
K - 9	1	.8
MA Special Education: Severe Handicapped and Moderate Handicapped credentials	1	.8
Masters in Special Education and a teaching credential for Educational Specialist - Mild-Moderate	1	.8
Preliminary Designated Subjects Adult Education Teaching Credential: Full Time; Preliminary Designated Subjects Vocational Education Teaching Credential: Full Time	1	.8
Reading Specialist Credential; Resource Specialist Certificate; Lang. Development Specialist Certificate	1	.8
Resource credential	1	.8
Severe Handicaps credential; RSP certification	1	.8
Special Education-Specialist in LH/and SH; Physical Education single subject	1	.8

Table E.293. How Many Total Years of Experience Do You Have Teaching? (SD30)

Total years experience	Frequency	Valid Percent
1	2	1.7
2	3	2.6
3	5	4.3
4	8	6.8
5	5	4.3
6	2	1.7
7	4	3.4
8	8	6.8
9	5	4.3
10	12	10.3
11	5	4.3
12	7	6.0
13	5	4.3
14	2	1.7
15	4	3.4
16	5	4.3
17	2	1.7
18	1	.9
19	1	.9
20	6	5.1
21	1	.9
22	1	.9
23	2	1.7
25	3	2.6
29	2	1.7
30	5	4.3
32	3	2.6
33	3	2.6
35	3	2.6
37	1	.9
40	1	.9
Total	117	100.0

Table E.294. How Many Total Years of Experience Do You Have Teaching? (Descriptive Statistics) (SD30)

	N	Minimum	Maximum	Mean	Std. Deviation
Total years of teaching experience	117	1	40	14.20	9.664

Table E.295. How Many Total Years of Experience Do You Have Teaching Students With Disabilities? (SD31)

Total years teaching SWDs	Frequency	Valid Percent
Less than 1	1	.9
1	2	1.7
2	5	4.3
3	6	5.1
4	7	6.0
5	9	7.7
6	4	3.4
7	5	4.3
8	4	3.4
9	8	6.8
10	11	9.4
11	3	2.6
12	5	4.3
13	5	4.3
14	3	2.6
15	3	2.6
16	4	3.4
17	3	2.6
18	2	1.7
20	8	6.8
22	1	.9
23	1	.9
24	1	.9
25	3	2.6
26	1	.9
29	1	.9
30	4	3.4
31	2	1.7
32	2	1.7
33	2	1.7
40	1	.9
Total	117	100.0

Table E.296. How Many Total Years of Experience Do You Have Teaching Students With Disabilities? (Descriptive Statistics) (SD31)

	N	Minimum	Maximum	Mean	Std. Deviation
Total years teaching students with disabilities	117	Less than 1	40	12.67	8.951

Table E.297. How Many Total Years of Experience Do You Have Teaching This Course/Instructional Program? (SD32)

Total years	Frequency	Valid Percent
Less than 1	5	4.3
1	15	12.9
2	21	18.1
3	15	12.9
4	10	8.6
5	8	6.9
6	7	6.0
7	10	8.6
8	1	.9
9	1	.9
10	3	2.6
11	4	3.4
12	3	2.6
13	1	.9
14	2	1.7
20	6	5.2
30	2	1.7
31	1	.9
40	1	.9
Total	116	100.0

Table E.298. How Many Total Years of Experience Do You Have Teaching This Course/Instructional Program? (Descriptive Statistics) (SD32)

	N	Minimum	Maximum	Mean	Std. Deviation
Total years of teaching this course/instructional program	116	Less than 1	40	6.10	7.042

Table E.299. In Which Areas Have You Received Professional Development? (SD33)

Area of professional development	Frequency	Percent
Have not received professional development	4	3.2
CAHSEE purpose	55	43.7
CAHSEE requirements	60	47.6
CAHSEE blueprints	31	24.6
California Content Standards	79	62.7
New practices or Instructional strategies	102	81.0
Interpreting assessments and using them to guide instruction	81	64.3

Table E.300. Have You Received Professional Development in Another Area (Other, Please Specify)? (SD33)

Other area of professional development	Frequency	Valid Percent
Collaboration, Advanced assessment	1	.8
Collaborative learning styles, ESL/CLAD training.	1	.8
Curriculum development	1	.8
Had a PD course on Revolution, which is the online tool for our students to help with CAHSEE.	1	.8
Math strategies for special education; aligning standards and curriculum; several others	1	.8
PLCs	1	.8
Plus on and on	1	.8
Preparing IEP's	1	.8
Self taught, as department chair I keep up with CDE information on the CAHSEE and design our sample questions from CDE sample tests	1	.8
SIMS training	1	.8
Special education, classroom management, autism...	1	.8
Thinking Maps, High Point training	1	.8
Too many to list	1	.8
Too many to remember	1	.8
Writing Better Essays, IEP training	1	.8