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APPENDIX A

CAHSEE Principal Survey—Spring 2004

California High School Exit Examination (CAHSEE) Evaluation
Principal Longitudinal Sample Survey Spring 2004

Principal Name:
School Name:

DIRECTIONS: Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.

MARKING INSTRUCTIONS	
<ul style="list-style-type: none"> • Use a No. 2 pencil only. • Do not use ink, ballpoint, or felt tip pens. • Make solid marks that fill the response completely. • Erase cleanly any marks you wish to change. • Make no stray marks on this form. 	
CORRECT: ●	INCORRECT: ☑ ⊗ ◐ ○

1. Including the 2003-2004 school year, how many years...

...have you been a principal (or school-level administrator)? ... were you a teacher? ...have you worked in your present school? ...have you worked in public schools?

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3. Have there been any major staff or faculty changes in your school over the past three years? If so, please describe.

2. For the 2003-2004 school year:

How many teachers are on your staff? What percentage of your teachers have taught at this school for 3 years or more? What percentage of your teachers have earned advanced degrees (i.e., beyond BA/BS)? What percentage of your teachers are certified in the subject they are teaching?

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

<input type="radio"/> Remedial Courses	<input type="radio"/> Magnet Program	<input type="radio"/> Special Education	<input type="radio"/> Program for English Learners	<input type="radio"/> Multicultural/Diversity-Based	Comments: _____ _____ _____ _____ _____ _____ _____ _____																																																																																																																																																																					
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5. Consider your students, overall, and within each of the following racial/ethnic groups. Estimate your current graduation rate.

	Seniors Overall	American Indian/ Alaskan Native	Asian or Pacific Islander	Black or African American, not Hispanic origin	Caucasian not Hispanic origin	Hispanic/ Latino	Other (specify)
Current graduation rate (% of entering 9th graders who graduate within 4-5 years)	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
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6. Based on your own most recent school data (e.g., Senior Survey), what percentage of your seniors indicated each main activity as their choice for the year after they graduate from high school? The percentages should total approximately 100%.

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

We do not collect this type of data.

About the California High School Exit Examination (CAHSEE)

7. What percentage of your school's current 12th grade students in each of the following groups have passed both parts of the CAHSEE?

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	%
a. All your school's 12th grade students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
b. 12th grade students with disabilities in SDC	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
c. 12th grade students with disabilities in RSP	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
d. 12th grade students who are or were English learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

8. Are you offering your 11th and 12th grade students who passed both parts of the CAHSEE a seal or Certificate of Appreciation made available by CDE?

- Yes
- No

9. How useful do you find the CDE website as a source of information about the CAHSEE?

- Not At All Useful
- Slightly Useful
- Somewhat Useful
- Very Useful
- I am not familiar with the CDE website.

About the CAHSEE (cont.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. What training has been provided to your school faculty/staff to prepare students for the CAHSEE? (Mark all that apply.)

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

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

- Have not seen a score report

17. What information do you use to identify students who are at risk of not passing the CASHEE or scoring Below Basic or Far Below Basic on the CST in their subject? (Mark all that apply.)

- NRT results
- CST results
- District end-of-course (EOC) results
- District assessments (benchmarks, math facts, etc.)
- Teacher judgment
- Other _____

18. What activities did your school undertake to prepare students for the spring 2004 administration of the CAHSEE? (Mark all that apply.)

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

<input type="radio"/> No special preparation	<input type="radio"/>
<input type="radio"/> Encouraged students to work hard and prepare	<input type="radio"/>
<input type="radio"/> Emphasized the importance of the CAHSEE	<input type="radio"/>
<input type="radio"/> Provided individual/group tutoring	<input type="radio"/>
<input type="radio"/> Had students work with computers	<input type="radio"/>
<input type="radio"/> Taught test-taking skills	<input type="radio"/>
<input type="radio"/> Modified curriculum	<input type="radio"/>
<input type="radio"/> Included teachers other than ELA and math in instructional planning for the CAHSEE	<input type="radio"/>
<input type="radio"/> Increased summer school offerings	<input type="radio"/>
<input type="radio"/> Added homework	<input type="radio"/>
<input type="radio"/> Eliminated electives in favor of remedial classes	<input type="radio"/>
<input type="radio"/> Used school test results to change instruction	<input type="radio"/>
<input type="radio"/> Used school test results to design remedial instruction	<input type="radio"/>
<input type="radio"/> Adopted state content standards	<input type="radio"/>
<input type="radio"/> Changed graduation requirements to include courses that enhance student success on the CAHSEE	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>

19. During this school year (2003-2004), how much time, in total, do you estimate you have spent in activities specifically related to the CAHSEE (e.g., meetings, discussions, curriculum review, your professional development, your staff's development, etc.)?

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

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

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

21. Based on your knowledge of your faculty, what percent of your teachers HAVE copies of CST/CAHSEE blueprints?

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

22. Based on your knowledge of your faculty, what percent of your teachers USE the blueprints for lesson planning?

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

23. What evidence do you collect that teachers are "teaching to the standards" (i.e. using standards documents, frameworks and/or blueprints)? (Mark all that apply.)

Subject	Goal setting and other individual conferences	Classroom visits—Walk throughs or other informal interactions	Reports from department chairs or others responsible for supervising instruction	Discussions at faculty meeting	School or district level in-service	Teacher-generated instructional and assessment materials	Other
ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. How responsible do you think teachers other than those in ELA and math view themselves for student success on the CAHSEE?

- Very responsible
 Somewhat responsible
 Slightly responsible
 Not at all responsible

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

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

26. To what extent does the CAHSEE draw away resources from the following?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
Vocational courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in other academic subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

28. Based on what you know about your school, its teachers, and its students, what do you think has been the influence of the CAHSEE on instructional practices?

- Considerably Improved
 Improved
 No Effect
 Weakened
 Considerably Weakened

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

	Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
a....this year (2003-2004)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....next year (2004-2005)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....in 2 years (2005-2006)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....in 4 years (2007-2008)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Fewer Than 50%	50-74%	75-95%	Greater Than 95%
a....all your school's 10th grade students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....10th grade students with disabilities in SDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....10th grade students with disabilities in RSP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....10th grade English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Fewer Than 50%	50-74%	75-95%	Greater Than 95%
a....all your school's 10th grade students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....10th grade students with disabilities in SDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....10th grade students with disabilities in RSP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....10th grade English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not a Factor	Possibly a Factor	Definitely a Factor
a. Lack of preparation needed to pass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Lack of motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Poor attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Too many tests to prepare for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Language barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Lack of credentialed E-LA teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Lack of credentialed math teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Which of the following has your school implemented to promote learning for all students? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
a. School, teacher, and student access to appropriate instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Encourage all students to take Algebra 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individual student assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher and school support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student and parent support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher access to in-service training on content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher access to in-service training on instructional techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. To what extent have financial constraints limited your ability to provide the following services to help students pass the CAHSEE during the past four years?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
a. School, teacher, and students access to appropriate instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individual student assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher and school support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student and parent support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher access to in-service training on content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher access to in-service training on instructional techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B

CAHSEE Teacher Survey—Spring 2004

California High School Exit Examination (CAHSEE) Evaluation
Teacher Longitudinal Sample Survey Spring 2004

Teacher Name:
School Name:

DIRECTIONS: Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.

MARKING INSTRUCTIONS	
<ul style="list-style-type: none">• Use a No. 2 pencil only.• Do not use ink, ballpoint, or felt tip pens.• Make solid marks that fill the response completely.• Erase cleanly any marks you wish to change.• Make no stray marks on this form.	
CORRECT: ●	INCORRECT: ✓ ⊗ ○ ⊙

1. What is your highest level of education?

- Bachelor's (4-year) degree
- Some graduate school
- Master's Degree
- Doctorate Degree
- Other (specify) _____

2. What is the primary subject area you teach?

- English-Language Arts (ELA)
- Mathematics (Math)

3. Are you certified in your primary subject area?

- Yes
- No (specify other area) _____

4. Including the 2003-2004 school year, how many years have you...

- ...been a teacher? _____
- ...been a teacher in your primary subject area? _____
- ...taught in your present school? _____

About You and Your Classes

For the purposes of this survey, please think of your typical classes and answer the following set of questions with an emphasis on your 9th and 10th grade students.

5. What grade level do you teach? (Mark all that apply.)

- 9th
- 10th
- 11th
- 12th

6. What is your average enrollment per class period this year?

7. What is the average percentage of the students in your classes who speak English fluently?

- 100%
- 90% - 99%
- 75% - 89%
- 50% - 74%
- Less than 50%

8. On average, how much time do you believe students in your classes spend each week on your assignments outside of the classroom?

- None
- Less than 1 hour
- 1 - 3 hours
- More than 3 hours

9. In general, how often do you plan for students in your classes to: ...?
(Please mark the appropriate circle for each of the following.)

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Once a Grading Period	Never or Hardly Ever
a. Do work from their textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do work from supplemental materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do work on the computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work with hands-on materials, physical models, or manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Work in pairs or small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Take quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Be asked to apply subject area knowledge to real-world situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Write a few sentences about a topic or its consequences (or a math problem or its solution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Write reports or complete projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Conduct research on issues or ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Present their work to the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. During the current school year (2003-2004), how much time, in total, did you spend in professional development workshops, in-service, or seminars in your primary subject area? Include attendance at district-sponsored training and external training.

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

11. To what extent do you think your instruction has benefited from professional development over the past four years?

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

About the California High School Exit Examination

12. How useful do you find the CDE website as a source of information about the CAHSEE?

- Not At All Useful
 Slightly Useful
 Somewhat Useful
 Very Useful
 I am not familiar with the CDE website.

13. How useful do you find the CAHSEE Remediation Guide as a source of information to help prepare your students for the CAHSEE?

- Not At All Useful
 Slightly Useful
 Somewhat Useful
 Very Useful
 I am not familiar with the CAHSEE Remediation Guide.

14. If you are an English-Language Arts teacher, based on your knowledge of the ELA content standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- Less than $\frac{1}{4}$
 $\frac{1}{4}$ – $\frac{1}{2}$
 About $\frac{3}{4}$
 Almost all
 No knowledge of the CAHSEE English-Language Arts standards

15. If you are a mathematics teacher, based on your knowledge of the mathematics content standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- Less than $\frac{1}{4}$
 $\frac{1}{4}$ – $\frac{1}{2}$
 About $\frac{3}{4}$
 Almost all
 No knowledge of the CAHSEE mathematics standards

16. Based on instruction in your school and what you know about your feeder schools, how well prepared to pass the High School Exit Examination were 10th graders in this school year (2003-2004)?

- Very well prepared
- Well prepared
- Prepared
- Not well prepared
- Not at all prepared

17a. During this school year (2003-2004), how much time, in total, do you estimate you have spent on classroom instruction preparation activities related to the CAHSEE (e.g., department planning, lesson plan review, etc)?

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

17b. How much classroom instruction time do you estimate you spent on activities that you would not have if it weren't for the CAHSEE (e.g., unit or course review, etc.)?

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

17c. During this school year (2003-2004), how much time, in total, do you estimate you have spent in activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development, etc.)?

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

18. How would you rate the quality of the professional development related to the California High School Exit Examination you have received this year...

	Poor	Fair	Good	Excellent	Did not have any
From local sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From state sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. What activities did you personally undertake to prepare your students for the spring 2004 administration of the CAHSEE? (Mark all that apply.)

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

<input type="radio"/> No special preparation	<input type="radio"/>
<input type="radio"/> Encouraged students to work hard and prepare	<input type="radio"/>
<input type="radio"/> Emphasized the importance of the CAHSEE	<input type="radio"/>
<input type="radio"/> Encouraged students (and through their parents) to take demanding courses	<input type="radio"/>
<input type="radio"/> Provided individual/group tutoring	<input type="radio"/>
<input type="radio"/> Had students work with computers for remedial instruction	<input type="radio"/>
<input type="radio"/> Taught test-taking skills	<input type="radio"/>
<input type="radio"/> Increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE	<input type="radio"/>
<input type="radio"/> Worked with feeder school teachers	<input type="radio"/>
<input type="radio"/> Modified my instruction	<input type="radio"/>
<input type="radio"/> Encouraged other teachers to include instructional activities that incorporate ELA or math standards	<input type="radio"/>
<input type="radio"/> Talked with my students	<input type="radio"/>
<input type="radio"/> Added homework	<input type="radio"/>
<input type="radio"/> Administered "early warning" tests	<input type="radio"/>
<input type="radio"/> Used class test results to change instruction	<input type="radio"/>
<input type="radio"/> Used class test results to design remedial instruction	<input type="radio"/>
<input type="radio"/> Encouraged summer school attendance	<input type="radio"/>
<input type="radio"/> Suggested remedial classes rather than electives	<input type="radio"/>
<input type="radio"/> Talked or worked with parents	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>

20. How responsible do you think teachers other than ELA and math view themselves for student success on the CAHSEE?

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

APPENDIX C

CAHSEE School Site Testing Coordinator Survey—Spring 2004

California High School Exit Examination (CAHSEE) Evaluation

School Site Testing Coordinator Survey Spring 2004

Coordinator Name:

School Name:

DIRECTIONS: *This survey should be completed by the person primarily responsible for CAHSEE test coordination at your school. Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.*

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ☑ ☒ ○ ●

1. What is your position? (Mark all that apply.)

- Principal
- Assistant Principal
- Test Coordinator
- Counselor
- Teacher
- Other (please specify) _____

2. Which part(s) of the 2004 CAHSEE did you coordinate?

- ELA only
- Math only
- ELA and Math

3. Where did you get information on how to administer the 2003 CAHSEE? (Mark all that apply.)

- ETS-Test Administrator Training Workshop
- Video by ETS
- CDE update meetings
- Directions for Administration and School Coordinator's Manual
- District workshop
- Other (please specify) _____

4. What, if any, of the information needed clarification or correction? Please describe (Link your response to #3 by identifying the information source(s).)

5. Please describe what information was most helpful. (Link your response to #3 by identifying the information source(s).)

6. Did you face any problems that were not covered in the information you received? (Link your response to #3 by identifying the information source(s).)

- No
- Yes (please describe)

7a. What kind of facility did you use to administer the CAHSEE in spring 2004? (Mark all that apply.)

- On-site classrooms
- On-site large room (e.g., auditorium or gymnasium)
- Off-site classrooms
- Off-site large room (e.g., auditorium or gymnasium)
- Not sure

7b. What kind of facility do you plan to use to administer the CAHSEE in spring 2005? (Mark all that apply.)

- On-site classrooms
- On-site large room (e.g., auditorium or gymnasium)
- Off-site classrooms
- Off-site large room (e.g., auditorium or gymnasium)
- Not sure

8. What did you do to prepare proctors and monitors? (Mark all that apply.)

- No preparation
- Conducted workshop
- Distributed excerpts of the directions for test administrators
- Developed step-by-step procedure
- Described general requirements
- Other (please specify) _____

9. Did you take advantage of the option to have NCS pre-code answer sheets?

- No Yes

10. Will you take advantage of the pre-coding option for the next administration?

- No Yes Not sure

11. What proportion of eligible students in each category do you estimate you tested?

	None	Fewer than Half	About Half	Most	All
English Learners (EL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What accommodations (that did not fundamentally alter what the test measures) did you provide? (Mark all that apply.)

- Large print versions
- Test item enlargement
- Braille transcriptions
- Markers, masks, or other means to maintain visual attention
- Reduced numbers of items per page
- Audio or oral presentation (math only)
- Verbal, written, or signed responses
- Assistive devices and technologies that are regularly used during testing
- Setting accommodation
- Timing/scheduling accommodations
- None

13. What modifications did you provide?

- Calculators for math
- Audio or oral presentation for ELA
- Signed response for ELA
- None
- Other (please specify) _____

14. What did you do with students who finished the first section early?

- Had them go directly to the second section
- Had them stay in the room until the scheduled break
- Had them wait outside the room until the scheduled break
- Other (please specify) _____

15. What did you do with students who had not finished by the break between sessions?

- All students finished by the time scheduled for the break
- Delayed the break until all students had finished
- Had all students take the break and, if needed, finish the section after the break
- Had students who were not finished work through the break
- Moved students who were not finished to another room
- Other (please specify) _____

16. What did you do with students who had not finished by the time lunch was scheduled?

- All students finished by lunch
- Released students to lunch and had them come back to finish
- Had students work through lunch
- Other (please specify) _____

17. Were any students receiving special education services unable to take the test even with accommodation or modification? Please describe the student who was affected and the conditions.

18. What did students in other grades do during the administration of the CAHSEE?

- Special school-wide activity
- Regular classes but revised schedule
- Regular classes and regular schedule
- Other (please specify) _____

19. What impact did the testing have on attendance of the other grades?

- Higher attendance than normal
- No impact
- Lower attendance than normal

20. How do you plan to use the results? (Mark all that apply.)

- Guide individual counseling decisions
- Revise current courses
- Design remedial courses
- Other (please specify) _____

21. Did you administer the released form of the CAHSEE to 11th and 12th grade students who had not passed one or both parts of the CAHSEE but who wanted to continue trying to pass this year to receive the seal or Certificate of Appreciation made available by CDE?

- Yes
- No

22. Are you offering your 11th and 12th grade students who passed both parts of the CAHSEE a seal or Certificate of Appreciation made available by CDE?

- Yes
- No

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

Thank you for your cooperation.