INITIAL REPORT OF FINDINGS

# Similar Students, Different Results:
## *Why Do Some Schools Do Better?*

*A large-scale survey of California elementary schools serving low-income students*

EdSource

Stanford University School of Education

The University of California Berkeley 1868

American Institutes for Research

Initial Report of Findings

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# *Similar Students, Different Results: Why Do Some Schools Do Better?*

## A large-scale survey of California elementary schools serving low-income students


Research Team:

**EdSource**
Trish Williams, executive director, study project director
Mary Perry, deputy director
Carol Studier, senior research associate
Noli Brazil, research assistant

**Stanford University**
Michael Kirst, Ph.D., principal investigator
Edward Haertel, Ph.D., senior technical consultant
Sean Reardon, Ed.D., technical advisor

**University of California, Berkeley**
Elisabeth Woody, Ph.D., principal research scientist
Melissa Henne, assistant research scientist

**American Institutes for Research (AIR)**
Jesse Levin, Ph.D., senior research scientist
Roger Levine, Ph.D., director of Cognitive Survey Laboratory



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For more information, contact:
Trish Williams or Joan McRobbie at 650/917-9481



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Maggie Rancatore,
520 San Antonio Road, Suite 200,
Mountain View, CA 94040-1217;
650/917-9481; edsource@edsource.org



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## *Similar Students, Different Results: Why Do Some Schools Do Better?*

## *EXECUTIVE SUMMARY*

Why do some California elementary schools serving largely low-income students score as much as 250 points higher on the state's academic performance index (API) than other schools with very similar students? This study sought answers to that question by surveying principals and teachers in 257 California elementary schools serving similar student populations and analyzing the results to determine which current K-5 practices and policies are most strongly associated with higher levels of student achievement.

Our study differs from previous effective-schools studies primarily in its scale, standards-based content, and targeted yet comprehensive approach. Strong participation rates within schools provided extensive data from approximately 5,500 teachers and 257 principals across the state. We examined statewide implementation of California's standards-based reforms, yet focused on schools serving large numbers of low-income students. Using the API as our measure, we included high-, medium-, and low-scoring schools, which gave us a basis for comparing practices.

The policy context for the study is California's standards-based accountability system. Many experts consider this state's K-12 academic content standards, adopted in the late 1990s, to be among the nation's most challenging. School APIs are based on student test scores on the California Standards Tests, which measure how well students at each school are mastering grade-level academic standards. Given this context, we used each school's most current (2005) API score as the primary performance outcome.

The sample of schools was drawn from the 25th to 35th percentile band of the state's 2003–04 School Characteristics Index where student demographic challenge factors are substantial, but not the most severe.

After reviewing the effective schools literature, we developed and field tested the principal and teacher surveys, which were designed to explore school qualities, policies, and practices related to school success. Specific domains explored were: implementing a coherent, standards-based instructional program; involving and supporting parents; using assessment data to improve student achievement and instruction; encouraging teacher collaboration and professional development; ensuring instructional resources; enforcing high expectations for student behavior; and prioritizing student achievement.

Extensive analysis of the survey findings used regression analysis to determine which activities more common at high-performing than at low-performing schools were correlated with higher API scores. The practices found to be associated with high performance were:

- **Prioritizing Student Achievement.** Where teacher and principal answers to multiple survey questions indicated higher expectations for students, their schools had, on average, higher API scores than schools whose staffs indicated lower expectations. In more-successful schools, both teachers and principals reported that their school has well defined plans for instructional improvement and that they put priority on meeting the state's API goals and the federal adequate yearly progress goals. Teachers and principals also report that their schools set measurable goals for exceeding the mandated API student subgroup growth targets for improved achievement.
- **Implementing a Coherent, Standards-based Curriculum and Instructional Program.** Teachers who report the following were more likely to be in higher performing schools:

schoolwide instructional consistency within grades; curricular alignment from grade-to-grade; classroom instruction guided by state academic standards; curriculum materials in math and language arts aligned with the state's standards; in a district that addresses the instructional needs of English learners at their school. Principals were more likely to be in higher performing schools if they reported that: the district has clear expectations for student performance aligned with the district's adopted curriculum, and the district evaluates the principal based on the extent to which instruction in the school aligns with the curriculum.

- **Using Assessment Data to Improve Student Achievement and Instruction.** Strongly correlated with a higher API was the extensive use of student assessment data by the district and the principal in an effort to improve instruction and student learning. For example, principals more often reported that they and the district use assessment data from multiple sources (curriculum program and other commercial assessments; district-developed assessments; the California Standards Tests and the CAT/6) to evaluate teachers' practices and to identify teachers who need instructional improvement. Principals report using this data to develop strategies to follow up on the progress of selected students and help them reach goals. According to these principals, the district expects all of its schools to improve achievement, evaluates principals based on student achievement, and provides support for site-level planning related to improving achievement.
- **Ensuring Availability of Instructional Resources.** Where more teachers reported having regular or standard certification for teaching in California, schools had, on average, higher API scores. The same was true of schools where principals more often reported that their districts provide sufficient and up-to-date instructional materials as well as support for supplementary instruction for struggling students and for facilities management. Teachers with at least five years of full time teaching experience were more likely, on average, to be from schools with higher APIs. Principal experience was also correlated with higher school achievement.

Besides signaling critical, interrelated practices of more-effective schools, these findings indicate that the principal and the district play key roles in school success. Specifically, it appears that:

- **Principal leadership in the context of accountability-driven reform is being redefined to focus on effective management of the school improvement process.** In general, API scores were higher in schools with principals whose responses indicate that they act as managers of school improvement, driving the reform process, cultivating the school vision, and extensively using student assessment data for a wide variety of school improvement areas of focus, including evaluation of teacher practice and assistance to struggling students.
- **District leadership, accountability, and support appear to influence student achievement.** Principals' responses indicate that district practices may contribute to a higher API in a variety of ways. These include setting clear expectations that schools meet API and AYP growth targets, including for subgroups, as well as providing schools with achievement data and evaluating principal performance and teacher practices based on that data. They also include ensuring: that math and language arts curricula are aligned with state standards; that instruction is focused on achievement; that schools have adequate facilities and textbooks as well as resources for struggling students.

Across California, schools serving similar types of student populations can vary widely in how well they score on the API. The 257 elementary schools studied were drawn from a fairly narrow student demographic band. Yet their 2005 Growth API scores varied by about 250 points. This range of scores suggests that while student socioeconomic background is one predictor of academic achievement, it is not the sole predictor. What schools do—and what resources they have to do it with—can make a difference. With that in mind, the interrelated practices identified in this study may help schools in their efforts to improve student achievement.

# *Similar Students, Different Results: Why Do Some Schools Do Better?*

**A large-scale survey of California elementary schools serving low-income students**

In California, the correlation or relationship between school-level student demographics (such as percentages of students from families with low incomes and education levels) and school-level academic achievement (as measured by the state's Academic Performance Index, or API) is quite high. However, it is also true that two schools serving similarly challenging student populations can have very different levels of performance – a difference of as much as 250 points on the API (on a scale of 200-1000). Why? This was the central research question we set out to answer.

By conducting a large scale survey of elementary schools across California serving similarly challenged low-income student populations, a collaborative research team (EdSource, Stanford University, U.C. Berkeley, and American Institutes for Research) sought to find which current K–5 practices and policies are most strongly correlated with high achievement. The study's surveys focused on concrete and actionable practices and policies at the school level, but also gathered teacher and principal reports about district and classroom practices.

Specifically, this study surveyed teachers and principals at California elementary schools in the 25th to 35th percentile band of the School Characteristics Index (serving high proportions of low-income students), then analyzed their survey results against the school's Academic Performance Index score for 2005.

The collaborative research team is choosing to release its initial findings in October of 2005 because as elementary schools receive their API growth scores, these findings may be particularly helpful in guiding their deliberations around school improvement. Early in 2006 the research team will issue a follow-up report with implications from the findings for practice and policy, as well as with the results of additional analyses of the survey data and of interviews with 21 district superintendents with schools in our sample.

## *How this study is different*

Over the years, many research studies have examined which practices and policies make schools most effective. This study differs in a variety of ways—particularly in terms of its scale, standards-based context, and targeted yet comprehensive approach.

While many studies have examined a group of districts or schools within a region, few have examined *such a large number of schools located across a broad geography*. In total, 257 schools from 145 districts throughout California participated.

Strong participation rates within each school provided extensive data from *approximately 5,500 teachers and 257 principals*. All schools in our sample returned the principal survey and the bulk of them returned surveys from at least 80% of their K-5 classroom teachers.

Further, many studies have focused on high-performing schools only, using a variety of measures to identify the schools and then examining their practices. By surveying teachers and principals *from the full range of school API performance*—high, middle, and low—this study sheds light on what high-performing schools may be doing that low-performing schools are *not*.

In addition, the *survey questions help identify "intensity" of practice or policy implementation* with response scales ranging from weak to strong agreement, or from infrequent to very frequent as to how often a reported practice occurs.

Although the study has a large sample and has focused on both high- and low-performing schools, *it is also targeted—examining a specific organizational and policy context as well as a particular student population*. In other words—the study looks only at elementary schools serving a specific student population (those in the 25th to 35th percentile of the School Characteristics Index or SCI) that are operating in California's current standards-based school policy context. The 2004 research review, *How Leadership Influences Student Learning* by Leithwood, Louis, Anderson, and Wahlstrom, recommends targeting studies in this way to gain broader knowledge about effective leadership behavior in certain environments.

In addition, few studies have examined *the implementation of standards-based reforms by schools across California*. While this study was designed mainly to inform schools and districts about useful practices and policies related to improving student achievement, its results also inform the state of its progress in implementing standard-based reforms.

Finally, to ensure that the study findings would be most useful to schools and districts, survey *questions focused primarily on actionable items* that can be implemented by other schools, rather than on general theories that are less clear in their implications for practice.

## *Education Policy Context and Background for California*

In California, as in many other states, standards-based reform is currently the driving force behind public education policy. While elements of a standards-based system were in place as early as the mid-1980s in California, it was during the mid-1990s that an aligned standards-based education system began to develop more significantly. During this period, the state also focused most on elementary schools, especially their reading programs.

The general principle of K-12 standards-based reform is that all elements — curriculum, assessments, professional development, financial resources, and accountability systems — are aligned to widely agreed-upon, explicit academic content standards set at the state level. The standards specifically describe what students should know and be able to do at each grade level. Schools' ability to help students learn the content standards depends in large measure on how well the state aligns all of the key elements of the system.

In 1995 the state initiated a process for the development of California's academic standards and assessments. As of 1999, the State Board of Education (SBE) had adopted statewide academic content standards in the four core subject areas—English language arts, mathematics, history/social science, and science—with math and English language arts completed first.

According to the Fordham Foundation's The State of State Standards 2000, California adopted the most rigorous academic standards in the nation. Fordham gave California an overall grade of A-, making it at the time the only state to reach the "A" level for the rigor of its standards. In Making Standards Matter 2001, the American Federation of Teachers gave California their highest ranking for the state's academic standards in the four core subjects, reporting that the state's standards were "clear and specific."

The assessment system was established by state law in 1997 and implemented in 1998, but has evolved significantly since that time to align with the standards and curriculum. The accountability system aligned with the assessment-based system was initially established in 1998-99. The Public Schools Accountability Act (PSAA) was passed in the spring of 1999, and the first school APIs were issued in November 1999, based on tests from the prior spring.

### Curriculum Frameworks and Textbooks

In California, the school board in each local district has historically been responsible for determining the subjects to teach and how to teach them, within the broad parameters set by the

state. As a result of the standards movement, state requirements and recommendations have had increasing influence on local choices.

Today the state specifies several subjects that all California public schools must teach. In addition, the State Board of Education approves a curriculum framework for each subject. In each of the four core subject areas (math, English language arts, history/social science, science) the framework is based on the state-adopted academic standards. The framework document itself provides an outline of what should be included in a given course of study and is meant to guide school districts and textbook developers.[1]

Finally, the SBE recommends curriculum materials and instructional approaches. For grades K–8, the SBE adopts textbooks and other instructional materials for each subject area and each grade level. The state gives school districts funds to purchase materials, and a district must choose a percentage of its textbooks from the approved list in order to receive those funds. (However, districts can request a waiver if they find other materials more appropriate for their schools.) While the local school board ultimately decides on its own schools' textbooks and curriculum, the state's funding of particular textbooks influences those decisions.

For grades K–6, the SBE selected two curriculum programs for English language arts: *Houghton Mifflin Reading: A Legacy of Literature* and *SRA/Open Court Reading*. Grades 4-6 can also use several other texts. The selections for mathematics were more extensive, with districts having a choice of seven programs adopted for the grades K-5 or K-6.

## State Testing System

California's assessment system is the Standardized Testing and Reporting or STAR program, which the state established in a 1997 law and began implementing in 1998. California public schools are required to test all pupils in grades 2-11 unless a parent requests in writing that the pupil be exempted. Each summer, the state releases results for testing completed the previous spring. The STAR program currently consists primarily of:

**California Standards Tests (CSTs)**, which are based on the state's academic content standards. The CSTs are primarily multiple choice, but for fourth and seventh graders they also include a writing test.

**California Achievement Tests, Sixth Edition Survey (CAT/6)** which are taken at the same time as the CSTs and measure basic skills. Scores indicate the performance of each student relative to a national sample of students. Starting in 2005, only third and seventh graders took the CAT/6.

Currently, the CST serves as the key indicator of school performance in the state's accountability system and the basis for the Academic Performance Index (API) for schools, which was the dependent variable or student achievement outcome measure for this study. The State Board of Education developed five performance levels for reporting student results on the CSTs: far below basic, below basic, basic, proficient, and advanced, with the goal of all students scoring at proficient or above. These levels were first applied to the 2001 CSTs in English language arts and were integrated into the state's accountability system beginning in 2001.

Since 1999, a multiple-choice, norm-referenced test has also been a part of the state's accountability system, but to varying degrees over time. From 1999 through 2002, The Stanford Achievement Tests, Ninth Edition (SAT-9) was used, and for the first two years it was the sole accountability measure. Beginning in 2003, the SAT-9 was replaced by the California Achievement Tests, Sixth Edition (CAT/6) survey form. In 2005, the CAT/6 administration was scaled back from grades 2-11 to just grades 3 and 7. Significantly disabled students, who cannot take the CAT/6 or CSTs, take the California Alternate Performance Assessment (CAPA).

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[1] To see California's curriculum frameworks and other standards-based instructional materials adopted by the SBE, go to www.cde.ca.gov/be/st/fr

The state conducts two other assessments, the results of which are not included in the API calculation. The Spanish Assessment of Basic Education, Second Edition (SABE/2), is a Spanish-language test administered to Spanish-speaking students in grades 2–11 who have been enrolled in California schools for less than one year. It covers mathematics and reading and writing in Spanish. All students whose primary language is not English take the California English Language Development Test (CELDT) when they first enroll in school and each year after until school officials determine that they have become English proficient. In contrast to the SABE/2, the CELDT evaluates a student's ability to listen, speak, read, and write in English.

## California's Accountability System

Many state policymakers saw an accountability plan as the final ingredient in a standards-based education system. Further, in 1994 Title I of the federal Elementary and Secondary Education Act (ESEA) called for such a plan. In 1997, the state began to examine how to align accountability with the standards, curriculum, and assessments and in 1999 it enacted the Public School Accountability Act (PSAA). Its cornerstone was the Academic Performance Index (API).[2]

An API score is a one-number summary of each spring's test scores, with different tests receiving various weights in the index. With rare exceptions, every school in California is assigned an API score. Each school receives an API score between 200 and 1000, which is calculated from student scores on the CSTs and CAT/6 (and CAPA if appropriate). In addition to a score for the school as a whole, schools receive a score for each "numerically significant" subgroup of pupils categorized by ethnicity and poverty[3]. Under the current formula, to be "numerically significant," a subgroup must have 100 students or have 50 or more students that constitute at least 15% of the school's student body. Scores are included for all students who have attended school in the district since the prior October, including EL students.

A school's API score is used in three different ways. First, schools of the same type (elementary, middle, and high schools) are ranked into deciles that each represent 10% of schools. Schools in Decile 1 have the lowest scores, and schools in decile 10 have the highest. Since schools' decile rankings indicate how they compare to other schools, there will always be 10% of schools in the bottom decile—no matter how much the overall scores improve.

Second, schools are also compared to the 100 schools most like them in terms of student background and some other relevant factors. Based on their API score, schools receive a "similar school ranking" between one and 10. The similar school ranking indicates how well a school does compared to other schools that face a similar level of challenge. The School Characteristics Index (SCI), yet another composite index, is used to calculate the similar schools rank. The SCI is made up of many student demographic factors and a few school characteristics. All are weighted differently, with parent education level receiving the most weight. Multiple linear regressions are carried out each year to determine how the index will be calculated for every school in the state.[4]

Finally, the state gives schools a target for improving their API score and tracks the change from one year to the next. California's goal is for every school to have an API score of at least 800. A school's growth target is 5% of the difference between its current score and the state's goal. Schools with API scores of 800 and above need only maintain their score at that level or above

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[2] For a comprehensive overview of how the API is calculated and used, see "Overview of the Academic Performance Index School Base Reports 2004" at http://www.cde.ca.gov/ta/ac/ap/documents/overview04b.pdf.

[3] To date, API subgroups have included: White, Hispanic, African-American, Asian, Filipino, Pacific Islander, American Indian/Alaskan, and economically disadvantaged. APIs will be calculated for both Special Education students and English learners beginning with the 2005-06 cycle.

[4] For an in-depth description of how the SCI is constructed, see "Construction of California's 1999 School Characteristics Index and Similar Schools Ranks" at http://www.cde.ca.gov/ta/ac/ap/documents/tdgreport0400.pdf.

800. Schools with the lowest API scores have higher growth targets, but they also have more room to grow.

The API system is organized into two-year cycles, with a "Base" score for the first year and a "Growth" score for the second year. (The Base and Growth scores can be thought of as "before" and "after" snapshots.) Early in the calendar year, each school receives a Base score based on its students' performance on tests from the prior spring. The school is also given growth targets for the school as a whole and its subgroups. The Growth score—based on test scores from the following spring—is released in the fall.

Computing the API score for a school (and its subgroups) involves sorting students' test scores into five performance levels. An API score is basically a summary of the distribution of scores among the five performance levels, with various subjects and tests receiving various weights in that calculation.

To achieve growth in its API score, a school (or subgroup) needs to have a greater percentage of its pupils score in higher performance bands. The API formula rewards growth from the bottom of the performance distribution upward more heavily than growth from the middle upward. This creates an incentive for a school to work with its lowest-performing students.

## The NCLB accountability system, as implemented in California

Federal accountability requirements under No Child Left Behind (NCLB) became law in 2002, well after California had developed and implemented its accountability system. The state has satisfied the federal requirements for accountability under NCLB in part by using elements of its own state program. However, NCLB intensifies the focus on the achievement of every subgroup of students in a school. Further, the primary measure of success under NCLB is that a specific—and gradually increasing—percentage of all subgroups of students scores "proficient" or "advanced" on the California Standards Tests in English and math. Schools are also held accountable for testing 95% of students in each subgroup and the school as a whole. Failure to do so results in the same sanctions that occur if student performance is below expectations. A school's API score must also meet a baseline expectation or improve by one point. Both individual schools and school districts as a whole that meet these expectations are said to have made AYP— Adequate Yearly Progress.

Schools and districts that fail to make AYP over two or more consecutive years (and that receive funding from the federal Title I program that supports low-income students) face an escalating set of consequences—from allowing students to transfer to other schools (with transportation provided) to shutting the school down—within a process called Program Improvement. While both federal and state accountability programs exact consequences for schools not meeting set targets, more California elementary schools are in jeopardy of missing the AYP targets, so this federal indicator is now driving many school improvement plans.

This study's focus, however, was on how well elementary schools were performing on California's API. We chose to not use a school's AYP status per se as a dependent variable for this study for several reasons. Under AYP, the single "yes" or "no" status question regarding a school's success is an accumulation of multiple data points related to both student test scores and participation rates. Failure of any student subgroup to meet the official benchmark on either dimension triggers the negative designation. Thus, schools that do not make AYP can be in that situation for a host of reasons. Conversely, the threshold for performance is rather low at this point, rendering a "yes" on AYP less meaningful as an indicator of a high performing school. The next level of analysis, beyond the simple yes or no, would have to look at outcomes for each subgroup. That includes far too many variables—and too much variation among schools—to be helpful for this study.

However, our survey asked questions about the extent to which school staffs prioritize meeting their AYP targets as well as their API targets because schools are expected to meet both.

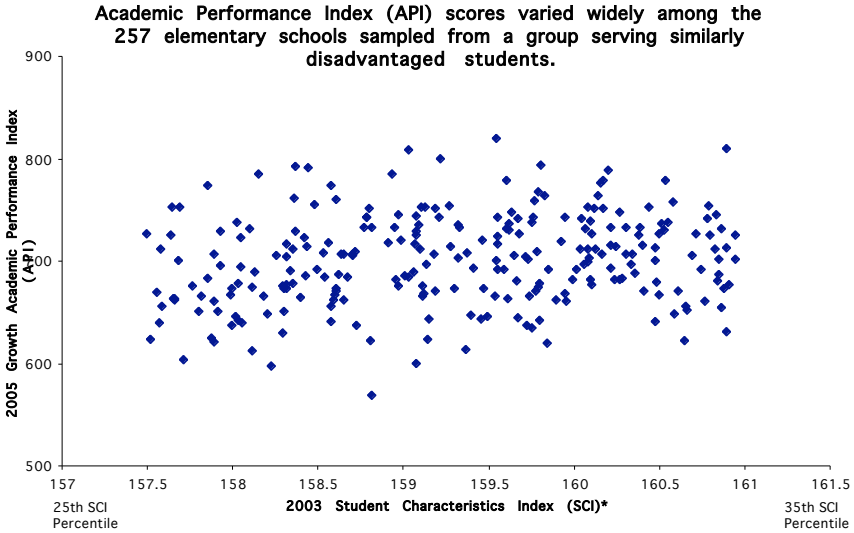
Schools are addressing the demands of both the state and federal accountability systems by focusing on improving student achievement on the California Standards Tests, as these tests form the key measure of performance (API and AYP) for both systems. As a result, API scores have a strong relationship to the AYP system.

## *Research Process and Methods*

The research question—"why do schools serving similarly challenged student populations vary in their performance on the API by as many as 250 points?"—drove the research decisions and plans.

Early in the development of this study the research team agreed on several key decisions:

- The primary performance outcome, or dependent variable, would be the school's most current (2005) API score.
- The sample of schools would be drawn from a band within the 2003–04 School Characteristics Index (25th to 35th percentile) where the student demographic challenge factors are substantial, but not the most severe. Limiting the study sample to a narrow SCI band helped control for student demographics.




*25th-35th SCI percentile based on most recent data available in winter 2004, when schools were sampled.

The research team began work early in 2004 by reviewing the research literature on effective schools, as well as on high-performing, high-poverty schools. Our initial survey questions for principals and for teachers were grounded in seminal research, covering such broad areas as School Context, District Role, Core Curriculum, Instructional Strategies, English Learners, Kindergarten, Assessment and Data, Professional Development, and Principal Leadership.

In the spring and summer of 2004 these surveys underwent review by academics who commented on their relevance to previous research; by state policymakers to ensure we had captured the state's policies accurately; and by K-12 educators to get feedback on the surveys' focus and wording. The research team's goal was for the questions to be impartial in their wording and

focused on a wide range of potentially meaningful school practices and policies that are actionable and likely to be replicable in other schools.

## Field Testing the Surveys

In the summer of 2004 we piloted the surveys in eleven different elementary schools across the state. We asked principals to take the survey before we arrived and then interviewed them about their impressions of the instrument, what questions did not make sense, and how on target the survey was in capturing what was important to them. We followed that with a general conversation with the principal as to what was working or not at the school. These conversations led us to some additional survey questions that were not already evident from themes in the existing literature. The majority of each school's K-5 classroom teachers also participated in taking the surveys. After they finished, we conducted cognitive interviews to ensure that their understanding of the questions matched what we intended to ask.

As the field-testing progressed, what we heard from school principals and teachers made us realize that the research prior to standards adoption in California did not capture all of what schools were now doing to raise student achievement in this context. We refined our surveys to make sure they reflected the general domains of effective schools practices found in previous research but also to capture the specific kinds of classroom, school, and district practices and policies we heard were more relevant to the current standards-based education policy environment in California. We then shortened the surveys in the hopes of increasing participation.

The final products were two 45-minute surveys: one for K–5 classroom teachers (46 multi-part questions totalling 371 items) and one for elementary principals (36 multi-part questions totaling 442 items). **[To view copies of the surveys go to www.edsource.org]**

## The Sampling Process: Selecting and Recruiting the Schools

**[See Appendix A on the study findings page at** www.edsource.org **for more details]**

The 25th–35th percentile SCI band has approximately 550 elementary schools, most with high levels of low-income and English Learner students, many with high percentages of Hispanic and/or African-American populations. The research team employed a purposive, stratified random sample to choose the schools within this SCI band to approach for participation in the study. Our initial goal was to get a sample of 300 schools to participate, including schools from eighteen targeted districts across the state as well as all of the API Decile 7 or above (highest performing) schools within the band.

EdSource took on the task of recruiting schools for the study because of its 28 year history of strong relationships with districts.

The sampling plan organized schools into groups (strata) by first creating strata representing a small number of specific districts and then classifying the remaining schools into strata defined by API decile. These strata were crossed with a stratification according to EdSource subscriber status. Because it was anticipated (correctly) that it would be easier to enlist the cooperation of schools in EdSource subscriber districts, a higher sampling fraction was specified for these districts. Within each stratum, schools were randomly sampled. District offices for sampled schools were approached first. A refusal at the district level resulted in all schools in that district being dropped. New schools were then randomly sampled and contacted from the districts that agreed to cooperate.

EdSource initially gained the agreement to participate from 269 schools from 154 districts; the final sample included 257 schools from 145 districts.

## Research Methodology and Analyses

**[See Appendix B on the study findings page at www.edsource.org for more details]**

Researchers from each of the four collaborating organizations have met biweekly since March 2005 to discuss the data analysis, while the technical team has met more frequently to specify details of the analyses. Data file construction was carried out primarily by AIR under the direction of Dr. Edward Haertel, the study's senior technical consultant.

A very high level of cooperation among the schools in the selected SCI band was obtained, and comparisons of participating versus nonparticipating schools suggest that any biases due to less than full participation may be safely ignored. To the extent there were differences, the research team adjusted for them using sampling weights so that results reported are representative of the 547 schools in the 25th to 35th percentiles of the SCI.

Teacher surveys were aggregated to the school level. School-level teacher survey data were then merged with principal survey responses as well as demographic and achievement data from EdSource and the California Department of Education to create the final school-level analysis file. Information from several databases was incorporated in the merged file.

The next step in the analysis, using the school-level file, was to combine the reliable teacher and principal survey items to create composite variables (scales) representing school qualities, policies, or practices potentially related to academic success. Within the project—and in this document—these were referred to as "sub-domains." An in-depth analysis of the sub-domains was performed to ensure that the groups of items had internal consistency and that the included items were positively correlated with achievement.

The primary achievement outcome of interest was the Academic Performance Index (API). Initially, the 2004 "Growth" API was the primary focus of analyses. When the 2005 "Growth" API was released in August, analyses were rerun using the 2005 test data and 2005 demographic control variables. Results were essentially unchanged; the 2005 results are the primary reporting focus.

As mentioned previously, "Growth" API is a cross-sectional measure based on data from a single year. The term "Growth" indicates that it is calculated in the same manner as the preceding year's "Base" API. Thus, the arithmetic difference between current-year "Growth" and prior-year "Base" APIs represents the change in a school's performance from one year to the next. Only cross-sectional measures, not change measures, are used in the analyses for the present study. In addition, an outcome variable based on schools' average API over three years—between 2002 and 2004—with greater weight on more recent years, was examined. This "API Composite" gave results similar to, but generally weaker than, those for recent single-year API outcome variables.

Results were also examined for school-level variables created by averaging CST scores in English language arts across all grades within the school, and similarly for mathematics. Analyses of these separate outcome measures showed little difference in variables predictive of performance in either subject area.

The sub-domains were further organized into eight categories ("domains") representing general areas of focus like the school's instructional program, parental involvement, use of achievement data, and student behavior expectations. For the primary regression analyses, we first regressed the outcome (e.g., 2005 Growth API) on all sub-domains within a given domain, together with a set of demographic variables chosen to control for residual effects of socioeconomic status and student characteristics that were still present within the narrow SCI band specified in framing the study population. The primary statistic of interest in examining these regressions was the difference in percent of variance accounted for (adjusted $R^2$) for that entire domain and the percent of variance accounted for in a regression including demographic variables only.

For each domain, we next fit a parsimonious regression model that included school demographic characteristics and a subset of the sub-domains that collectively accounted for most of the variation in API scores captured using the entire domain. We then used the estimates from this regression model to predict the API for each school, but assuming each school had demographic characteristics equal to the average of the schools in the sample. The extent to which these predicted API scores vary across schools gives us a measure of the extent to which the composite variables from each domain account for variation in API scores. A final analysis employed the same procedures, but included the final subsets of sub-domains from all eight domains in a single model.

We want to point out that the teacher survey contained a considerable number of questions related to school and classroom instructional practices for English learners. This population is particularly large in California and research that can shed light on the most effective ways to raise their academic achievement is important. However, the research team's technical group found that determining the appropriate dependent variable for studying the responses to this subset of survey questions was too complex and methodologically challenging to accomplish within the timeframe of this study. We will report descriptive findings related to these survey questions in early 2006 (see Further Analyses at the end of this report).

## *Descriptive Statistics of the Schools in Our Sample and Their Student Populations*

**[See Appendix C on the study findings page at www.edsource.org for more details]**

### Overall Demographics and Performance of Schools Participating in the Study[5]

In 2003-04, when the study's sample was derived, 547 non-charter elementary schools were in the 25th-35th percentile of the school characteristics index (SCI) band. Out of the 269 schools identified from this group for the study's sample, 257 agreed to participate in the study and returned the principal's survey. The overwhelming majority of these schools also returned at least 80% of the teacher surveys.

Schools in 145 school districts participated in the study. Fifty-six of these districts had more than one school in the study. According to 2004-05 data, the average school enrollment was 588 students. Of the 257 participating or sample schools:

- 33% were situated in elementary school districts and the remaining 67% in unified school districts.
- 15% of the schools operated on a year-round calendar.
- 98% received Title I funding and 34% participated in Program Improvement—meaning that these Title I schools had not met the federal Adequate Yearly Progress benchmark for at least two consecutive years.

[5] Data used in this section is from 2004-05 unless otherwise noted.

### Student Demographics

The student population attending the participating schools was diverse and faced particular challenges. At the median sample school[6], 40% did not speak English as their primary language and 78% participated in the free and reduced-price meals program for low-income families. Among all sample schools, the percent of English learners in a school ranged from 1% to 80% and the percent of students participating in the free and reduced price-meals program from 17% to 100%.

The composition of students by ethnicity at the median school was as follows: 68% were Hispanic, 14% white, 4% African American, and 3% Asian. The median value for the combination of American Indian, Filipino, Pacific Islander, and multi-ethnic students, along with those who did not indicate an ethnicity, was 4%. In most but not all schools the majority population was Hispanic. The highest percentage of students of a given ethnicity found in any one school was: 99% Hispanic, 94% African American, 54% white, 42% Asian, 38% American Indian, 31% Filipino, and 10% Pacific Islander. Conversely, the lowest percentage for most ethnic groups was 0%, but all schools had at least 1% Hispanic students.

In the median sample school, 32% of students had parents who were not high school graduates. The median values for other parental education levels were 33% high school graduates, 21% some college, and 11% completed college or graduate school.

### School Performance

The 2005 Growth API for the average school participating in the study was 702. The lowest-performing school scored 569 and the highest performing school 821.

The state also assigns a rank from one to 10 to each school in the state at the start of each API cycle, with a 10 identifying the 10% of schools that are the highest performing. For the 2004 Base API, none of the schools in the study were ranked a ten. Only 4% ranked at seven or higher, meaning within the top 40% of elementary schools. Conversely, 7% were ranked at one, the bottom decile. The remaining 89% of schools ranked from two to six, with the majority a three or four.

## *Description of Study Surveys and Content Domains for Teachers and Principals*

As already described, the survey items were organized into sub-domains that represented general categories of school qualities, policies, or practices related to academic success. Those sub-domains were then combined into eight more general domains for analysis purposes, as described below. Our development of these domains rested on an extensive review of existing research related to effective schools, district effectiveness, and standards-based reform.

### Prioritizing Student Achievement

This domain examined the importance both the school and district placed on setting clear, high, and measurable expectations for student achievement. Both teachers and principals were asked about the extent to which their school and district communicated high expectations and took responsibility for student achievement. Further, they reported the degree of priority given by teachers, the principal, and the district to meeting API and AYP targets for subgroups of students (such as by race/ethnicity and income level).

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[6] The median is found by arranging schools in order of their values on a particular variable and finding the value in the middle of the group. As a result, there is no one school that represents the median on all of these factors.

## Implementing a Coherent, Standards-Based Instructional Program

This domain contained those sub-domains that most clearly indicated that a school's curriculum and instruction are coherent and aligned with state standards. Those included:

- The amount of time spent on mathematics and language arts instruction, and the extent to which they are protected from interruption and integrated with other subjects.
- The proportion of teachers in a school who regularly use the same curriculum packages, and which ones they used.
- The extent to which teachers reported alignment and consistency in curriculum and instruction, planning and materials.
- Teacher, principal, and district use of state standards to guide curriculum and instruction.
- The use of a standards-based report card.
- The extent to which the district had addressed the needs of English learners (EL).

Principals were also asked about the extent to which clear district expectations guided curriculum coherence; whether they saw themselves as knowledgeable about standards and curriculum; and whether the school had implemented a new program for EL students in the last four years.

## Using Assessment Data to Improve Student Achievement and Instruction

This was perhaps the most intensively examined domain in our study in terms of numbers of questions asked of both teachers and principals. Under the general topic of data and assessment, questions addressed the types of assessment data teachers and principals received, as well as how they used this data. We categorized the types of data as follows:

- CST (California Standards Tests) and CAT/6 assessment data, the state's standardized tests administered each spring.
- CELDT (California English Language Development Test), an annual assessment of English learners.
- Curriculum program assessments.
- District-developed assessments.
- Other commercial assessments.
- Assessments created by individuals in a school.

Based primarily on item content—but also on the results of our factor analyses—the sub-domains were organized differently for teachers than for principals. Teachers' responses were organized around the frequency with which they reviewed assessment data generally, and the extent to which they used the specific data types to monitor student performance and inform their instruction.

The analysis of principals' responses reflected different questions, including their use of specific types of assessments and the extent to which they used each type to monitor achievement, address student progress, inform school-wide instructional strategies, and monitor and evaluate the practices and performance of teachers. Principals were also asked about the influence of district expectations for improving student achievement, and about incentives and activities specifically targeted at raising CST and CAT/6 scores.

Both principals and teachers also responded to a set of questions regarding the extent to which they addressed student achievement by subgroup.

## Ensuring Availability of Instructional Resources

Given the absence of school-level financial data in California, the study was limited in its examination of resources. Data regarding the credentials and experience of educators was combined with teachers' reporting regarding adequate classroom materials, and principals' perceptions of a number of different types of resources, including:

- The skills, knowledge, and attitudes of the teaching staff at the school.
- The school's access to qualified support personnel, supplemental financial resources, and supplemental instructional time for students.
- The extent to which the district provides support for facilities and instructional materials.
- The amount of regular instructional time, including full-day kindergarten and extended school day or year.

## Enforcing High Expectations for Student Behavior

The examination of this domain was limited to questions regarding the school's establishment and enforcement of policies related to student behavior. Both principals and teachers reported on the extent to which the school created an orderly and positive environment for student learning, including such areas as attendance policies, enforcement of rules, and respect for cultural differences.

## Encouraging Teacher Collaboration and Providing Professional Development

This domain examined three different areas related to the professional environment in the school, and looked at a wide range of activities by teachers, principals, and districts. The first area was teacher collaboration and professionalism. The sub-domains looked at:

- The extent to which teachers felt they had influence over schoolwide decisions.
- The extent to which teachers and principals reported opportunities for teacher collaboration around curriculum and instruction, including for EL students.
- The extent to which teachers and principals perceived that teacher professionalism was supported and encouraged within the school and by the district, and the extent to which they experienced a continuous learning environment.

A second strand in this domain related to the development of educator capacity through professional development, with sub-domains focused on:

- The adequacy, influence, and value of a large number of different teacher professional development opportunities, including training linked to standards generally, specific curriculum programs, instructional strategies, the use of data to inform instruction, and non-instructional issues.
- The frequency of teacher participation in coaching and modeling activities.
- The extent to which principals gave their district credit for providing teacher professional development opportunities.
- Principals also reported on the extent to which their district provided them with professional development, and the value they ascribed to the experiences they had.

Finally, several sub-domains explored the principal's perspective on the hiring, evaluation and firing of the teaching staff at his or her school, including:

- The principal's perceptions about the district's success in building and maintaining a strong teaching staff.
- The principal's capacity to evaluate teacher performance.
- The principal's perceptions regarding his or her ability to hire and remove teachers, including district and school factors that influence that ability.

### Involving and Supporting Parents

This domain included sub-domains that looked both at the school's active engagement with parents and its support of parents and families. Teachers were asked about their practices involving parents in students' education; the district's success in building the community's confidence in the school; and the principal's relationship with parents. Principal questions were more comprehensive, including:

- The extent to which the school involves parents in students' education through mechanisms such as parent-teacher conferences, school-wide events, and translators for non-English speaking parents.
- The extent to which the school worked to engage parents in schoolwide decisions and activities.
- The extent to which the school provides support services to parents and families, including such things as ESL classes, health services, and assistance programs.

## *Initial Study Findings*

Within our sample of elementary schools, the "effective schools" domains that proved to be the most significant in distinguishing the responses of teachers and principals from the highest performing schools from those in the lowest performing were:

- Prioritizing Student Achievement;
- Implementing a Coherent, Standards-based Instructional Program;
- Using Assessment Data to Improve Student Achievement and Instruction; and
- Ensuring Availability of Instructional Resources.

Much of what we found in this study was consistent with recent research that has sought to understand how standards-based reforms link to improved instruction and thus to positive student outcomes. *Perhaps the central message is that no single action, or even category of actions, can alone provide a clear advantage related to student performance*.

Education researchers such as Smith and O'Day (1991) have examined the impact of reforms on student achievement, arguing that instructional improvement is unlikely to result from a single policy or practice. As researchers from the Consortium for Policy Research in Education (CPRE)[7] note, "schooling consists of complex processes, and it would be remarkable if there was only one best way to improve it."

This study's findings are consistent with that theory. Our findings appear to indicate that the cumulative effect of the state's policies on school practices differs among schools that serve low-income children. We have also identified at least some of the attitudes and activities that set the

[7] Cohen, D.K. and Hill, H.C. *Learning Policy*. New Haven, CT: Yale University. 2001

higher performing schools apart, such as how well or frequently activities are implemented, including high expectations for student performance, curriculum coherence, and the use of assessment data for school improvement management.

Additionally, we found that schools that tended to demonstrate a strong culture of high expectations—as evidenced by their attention to meeting and exceeding state and federal accountability targets and setting high standards for student achievement—on average had higher API scores. Abelmann and Elmore (1999), among others, describe a similar alignment between schools' internal accountability mechanisms (such as prioitizing student achievement) and external accountability requirements (such as meeting API/AYP targets).

## Interpreting the Findings

This study's findings represent the results of a regression analysis—a tool that uses statistical techniques to identify correlations among variables in large databases. The regression analysis allowed the researchers to isolate separate distinct correlations between schools' API scores and several related independent variables thought to explain variation in API scores. This study does not prove that the four domains that are *correlated* with higher API scores have actually *caused* the higher API scores. Rather, it indicates that schools that report more strongly that they have implemented more of the practices included in each of the four domains have, on average, higher API scores than schools that report fewer of the practices.

To quantify the magnitude of API effects that might be attributable to the various domains we studied, we estimated the expected differences in API scores associated with changes in teacher, principal, and district engagement across the kinds of activities described. Sets of practices and policies were grouped together for this analysis and it is the predicted effect of the combined practices—not any single practice—that is reflected. The table below presents these domain-specific API effects. Because the practices associated with different domains tend to occur together (i.e., schools high on one domain tend to be high on others), these effects are <u>not additive</u>. Therefore, the API score difference associated with two or more domains of practices will be substantially <u>less</u> than the sum of the separate effects for the same domains.

**Magnitude of API Differences**
**(holds demographics constant at sample mean)**

| Domain | Standard Deviation of Predicted API Distribution |
|---|---|
| Implementing a Coherent, Standards-Based Instructional Program | 17.6 |
| Ensuring Availability of Instructional Resources | 16.9 |
| Using Assessment Data to Improve Student Achievement and Instruction | 16.7 |
| Prioritizing Student Achievement | 16.3 |
| Enforcing High Expectations for Student Behavior | 12.3 |
| Encouraging Teacher Collaboration and Professional Development | 11.0 |
| Involving and Supporting Parents | 9.9 |

As these data indicate, our findings did not show that practices to strengthen teacher collaboration and professional development, enforce high expectations for student behavior, or increase involvement and support of parents were unimportant in terms of contributing to a school's API. They were not, however, nearly as strong as the other four domains in terms of differentiating the lowest performing schools from the highest in our sample of California elementary schools with high percentages of low income students.

## The Findings

### Prioritizing Student Achievement

Elementary schools where teachers and principals answered multiple survey questions in ways that indicated their higher expectations for students had, on average, higher API scores than similar schools with lower reported expectations. For example, when teachers reported that their school has a vision focused on student learning outcomes, their schools were more likely to be high scoring. The same was true of principal responses on similar questions. And when teachers and principals report that the principal communicates a clear vision for the school, sets high standards for student learning, and makes expectations clear to teachers for meeting academic achievement goals, the school is more likely to be high achieving. Equally important, better school performance seems to be associated with both teachers' and principals' reports that teachers at the school take responsibility for and are committed to improving student achievement.

A shared culture within the school regarding the value of improving student achievement and a sense of shared responsibility for it seems to separate higher performing schools in our sample from those with lower APIs. But beyond "values," both teachers and principals reported that their school has well defined plans for instructional improvement, and that they make meeting the state's API goals and the NCLB adequate yearly progress goals a priority. Both teachers and principals report that their schools set measurable goals for exceeding the mandated API student subgroup growth targets for improved achievement. Principals at higher performing schools also report on average that their school's statewide rank and similar schools ranking on the API influence school wide instructional priorities, and that they are clear about their district's expectations for meeting API and AYP growth and subgroup targets.

### Implementing a Coherent, Standards-based Curriculum and Instructional Program

Our findings are consistent with previous research on the value of a coherent curricular program. Teachers who report schoolwide instructional consistency within grades — and curricular alignment from grade-to-grade — work in schools that performed better on average. Examples of practices teachers report using to accomplish this coherency include examining the scope or sequence of curriculum topics and reviewing a grade-level pacing calendar.

Those teachers who reported that their school has identified essential standards and that their classroom instruction is guided by state academic standards were also more likely to be in high performing schools. They report that the school's curriculum materials in math and language arts are aligned with the state's standards and that they frequently map state curriculum standards onto their classroom lesson plans. Teachers at higher performing schools also more often report that their district addresses the instructional needs of English language learners at their school.

Principals who report a strong district role in this domain are also from higher performing elementary schools. These principals say the district has a coherent grade-by-grade curriculum that it uses for all schools and that the district expects the principal to ensure implementation of the curriculum. These principals report that the district has clear expectations for student performance aligned with the district's adopted curriculum and that it evaluates the principal based on the extent to which instruction in the school aligns with the curriculum.

### Using Assessment Data to Improve Student Achievement and Instruction

Another practice strongly correlated with a higher API among our sample of elementary schools was the extensive use of student assessment data by the district and the principal in an effort to improve instruction and student learning. As an example, principals from better performing

schools more often reported that they and the district use assessment data from multiple sources — curriculum program and other commercial assessments, district-developed assessments, and the California Standards Tests and the CAT/6 — to evaluate teachers' practices and to identify teachers who need instructional improvement. Principals who reported frequently and personally using assessment data to address the academic needs of students in their schools led, on average, higher performing schools. They report using this data to develop strategies to help selected students reach goals and to follow up on the progress of selected students. In addition, they review this data both independently and with individual teachers.

These same principals report a clear understanding of their district's expectations for improving student achievement, which may help motivate and support them. The principals report that their districts expect that all schools in the district will improve student achievement and evaluate principals based upon student achievement. The principals report that the district also provides support for site-level planning related to improving achievement.

In schools where assessment data from the California Standards Tests and the CAT/6 influence schoolwide attention to improving student achievement, the API also tends to be higher. Teachers report receiving CST/CAT-6 test data in a variety of formats: for all students in their grade level; disaggregated by specific skills for all students in their classrooms; and disaggregated by student subgroup for students in their classrooms. Principals report using the CST and CAT/6 data to examine school-wide instructional issues, to develop strategies for moving students from below basic and basic to proficient, to compare grades within the school, to identify struggling students and evaluate their progress, and to inform and communicate with parents.

## Ensuring Availability of Instructional Resources

API performance was higher in schools where principals reported that a higher proportion of their teaching staff had the following qualities (listed roughly in descending order of importance):

- demonstrated ability to raise student achievement
- strong content knowledge
- good fit with the school culture
- training in curriculum programs
- ability to map curriculum standards to instruction
- supportive of colleague's learning and improvement
- able to use data from student assessments
- familiar with the school community
- excited about teaching
- familiar with state standards

The schools where more teachers reported having regular or standard certificates for California also had, on average, higher API scores.

The principals who more often reported certain district practices were also more likely to be from high performing schools. They said their districts ensure the school has: up-to-date instructional materials, support to provide supplementary instruction for struggling students, enough instructional materials for all students, and support for facilities management. The same was true for teachers who tended to confirm these perceptions, reporting that every student in their classroom has a copy of the current version of the textbook in language arts and math and that the principal ensures the teachers have adequate classroom materials. The principals also reported a strong understanding of what their district expected from them in terms of facilities upkeep and management.

Years of educator experience also mattered, but less so than these other items. Teachers who were more likely to have at least five years of full time teaching experience were, on average, from

schools with higher APIs. Principal years of experience was also correlated with higher school achievement.

## Another View: The Role of the Principal and the District

**Principal leadership in the context of accountability-driven reform is being redefined to focus on effective management of the school improvement process.**

In general, API scores were higher in schools with principals whose responses indicate that they act as managers of school improvement, driving the reform process and cultivating the school vision. In particular, they were more likely to embrace the state's academic standards and to ensure classroom instruction was based on them. They prioritized meeting and even exceeding state and federal accountability targets for school performance. In addition, they reported personally and extensively using student data for instructional management purposes — not only to evaluate the progress of students, but also to examine school-wide and teacher practices, develop strategies to help selected students reach goals, and identify teachers who need instructional improvement. Finally, they ensured that teachers and students had adequate texts and classroom materials.

**District leadership, accountability, and support appear to influence student achievement.**

Another theme interwoven in the study's data was how the district may influence school performance. While the study was not designed to examine the influence of district policies per se, principals at high-performing schools tended to perceive many aspects of the district role differently from principals at low-performing schools. Based upon principals' survey responses, it appears that districts may contribute to a higher API at these elementary schools in a variety of ways. Specifically, principals at high-performing schools said their districts were clear in their expectations that schools meet both the API and AYP growth targets for the school as a whole and for subgroups. They ensured that the school curricula in math and language arts were aligned with state standards and that instruction was focused on student achievement. In addition, these districts ensured that schools had adequate facilities, textbooks, and resources for struggling students. They also provided schools with student achievement data and evaluated principal performance and teacher practices based on that data.

## *Further Analyses*

The collaborative research team is choosing to release its initial findings in October of 2005 because as schools in the 25th to 35th SCI band receive their API growth scores, these findings may be particularly helpful in guiding their deliberations around school improvement. Additional analyses will be reported in early 2006.

Our survey findings point to a strong district role in providing leadership, direction, and support to improving schools. As part of this study the researchers interviewed 21 superintendents or associate/sub superintendents in 17 different districts that had high-performing schools in our sample. We asked them to talk about the strategies they had used to foster improvements in school performance and student achievement. We plan to report on their observations in early 2006.

In addition, the principal survey in this study included an open-ended question, asking principals to identify the three most effective things their schools had done to improve student achievement. We hope to analyze these responses by the school's 2005 API, to see how those strategies varied and report our findings in early 2006.

High API scores were also correlated with teachers reporting frequent use of *SRA/Open Court Reading* for reading instruction and *Scott Foresman CA Mathematics* for math instruction. These teachers were also more likely to engage in the various effective practices described above. However, this study was not designed in a way that could determine the effects of specific curriculum programs independent of other schooling practices. We plan to run additional analyses to test the robustness of these results and report on them in early 2006.

The teacher survey in our study included a fairly extensive set of questions around instructional practices employed for English learner students. We plan to report the descriptive statistics from this part of the survey in early 2006; if additional funding is secured, we will also analyze these survey findings against appropriate dependent outcome measures to explore which practices seem to be working best.

Other analyses are possible with this rich and unique data set.

In early 2006 we will issue a follow-up report(s) to this study which will include the results of analyses identified above, a connection of the report's major findings to previous education research, and more discussion of the state policy and local school implications of all the findings.

For a copy of this report, more information related to the study, the appendices mentioned in various sections, and a full bibliography including the works cited, go to www.edsource.org and click on the homepage link to the Study.

## Conclusion

Across California, schools serving similar types of student populations can vary widely in how well they score on their API. The 257 elementary schools (serving 135,673 K-5 students) that this research team studied were drawn from a fairly narrow band in terms of student demographics (percent low income, English learner, ethnic/racial subgroups). Yet their 2005 Growth API scores varied by as much as 252 points.

A school's API score reflects how well its students are performing on the annual California Standards Tests. This one test is limited: it is not the only way for a school to measure how well their students are mastering the rigorous academic content of the state's grade-by-grade standards; and it also does not measure the other important things that elementary students may be learning at school—about art and science and music, about citizenship and tolerance of differences, about themselves and their sense of place in the world.

But an elementary school's API score provides the state and the public with a consistent and easy way to grasp information about the progress its students are making toward mastering the important math and reading and writing skills that will enable them to succeed academically in later grades.

For this reason, among others related to accountability, a school's API score represents an important measure of student learning.

The range of API scores in our sample suggests that while the socioeconomic backgrounds of students is one predictor of academic achievement, it is not the sole predictor. What schools do—and what resources they have to do it with—can make a difference. With that in mind, the interrelated practices identified in this study may help schools in their efforts to improve student achievement.

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EdSource wishes to further thank:

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- and Reed Hastings, CEO of Netflix, for posing an important research question then providing the financial support that allowed us to conduct this independent study to find some answers.

# Improving Achievement for Low-Income Students: What Makes a Difference?

## A Large Scale Survey of California Elementary Schools

Principal Survey
January 2005

This survey is being conducted as a collaborative project between EdSource and research scientists and faculty from Stanford University's Graduate School of Education, U.C. Berkeley's Graduate School of Education, and the American Institutes for Research.

EdSource

American Institutes for Research®

## INSTRUCTIONS

- ❑ When marking your responses on this survey, please use a number 2 pencil (preferable) or a ballpoint pen with dark ink. Do not use a felt tip pen or a Sharpie marker.
- ❑ Please indicate your answers by either checking (✓) or making an "✗" in the appropriate boxes. Write clearly and distinctly, avoiding any extraneous marks on the page.
- ❑ If you would like to change an answer, please erase any pencil marking completely or clearly strike through a mark made with a pen.
- ❑ For items that ask you to fill in a written response, please print your response in capital letters using one letter per box provided.

When you have completed the survey, please return it to AIR in the enclosed envelope.

Thank you very much for taking the time to complete this survey!

## SECTION I: School Context

**1. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Our school has a clear vision that is focused on student learning outcomes | ❑ | ❑ | ❑ | ❑ |
| b. Our school has well defined plans for instructional improvement | ❑ | ❑ | ❑ | ❑ |
| c. Our school assesses the effectiveness of our plans for instructional improvement | ❑ | ❑ | ❑ | ❑ |

**2. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. At our school, there is an enforced attendance policy | ❑ | ❑ | ❑ | ❑ |
| b. At our school, there is an enforced dress code for students | ❑ | ❑ | ❑ | ❑ |
| c. At our school, there are enforced rules for student behavior | ❑ | ❑ | ❑ | ❑ |
| d. At our school, there is a zero tolerance policy toward bullying | ❑ | ❑ | ❑ | ❑ |
| e. At our school, students respect cultural differences | ❑ | ❑ | ❑ | ❑ |

**3. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Classroom instruction is guided by state standards | ❑ | ❑ | ❑ | ❑ |
| b. Our school has identified essential/key standards | ❑ | ❑ | ❑ | ❑ |
| c. Our school uses a standards-based report card | ❑ | ❑ | ❑ | ❑ |
| d. Meeting our API growth target is a priority | ❑ | ❑ | ❑ | ❑ |
| e. Meeting our *API subgroup (e.g., racial/ethnic, EL) targets* is a priority | ❑ | ❑ | ❑ | ❑ |
| f. Meeting our *AYP subgroup (e.g., racial/ethnic, EL) targets* is a priority | ❑ | ❑ | ❑ | ❑ |
| g. Our school sets measurable goals for EXCEEDING the mandated *API subgroup growth targets* | ❑ | ❑ | ❑ | ❑ |

**4. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Teachers take responsibility for student achievement | ❑ | ❑ | ❑ | ❑ |
| b. Teachers are committed to improving student achievement | ❑ | ❑ | ❑ | ❑ |
| c. Teachers communicate to students that education is important | ❑ | ❑ | ❑ | ❑ |
| d. Teachers provide support to struggling teachers | ❑ | ❑ | ❑ | ❑ |
| e. Teachers are involved in making important decisions at this school | ❑ | ❑ | ❑ | ❑ |
| f. Teachers discuss assumptions about race and student achievement | ❑ | ❑ | ❑ | ❑ |

**5. How frequently do the following parent activities occur at your school?**

| | Once or More a Week | Once or Twice a Month | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|
| a. Parent-teacher conferences | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Special subject area events (e.g., science fair, art show) | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Parents provide instructional support in classrooms | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Workshops or courses for parents | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Parents involved in governance issues | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Parents involved in budget decisions | ❑ | ❑ | ❑ | ❑ | ❑ |

**6. Does your school have any of the following to facilitate parent participation?**

| | Yes | No |
|---|---|---|
| a. Staff assigned to maintain parental involvement | ❑ | ❑ |
| b. A log of parent participation maintained by parents or staff | ❑ | ❑ |
| c. A reliable system of communication with parents (e.g., newsletter, phone tree) | ❑ | ❑ |
| d. Services to support parent participation (e.g., child care on site, transportation) | ❑ | ❑ |
| e. Open houses | ❑ | ❑ |
| f. A parent drop-in center or lounge | ❑ | ❑ |
| g. A translator for parents at school meetings | ❑ | ❑ |
| h. A translator for parents at parent-teacher conferences | ❑ | ❑ |
| i. Group meetings with parents to explain academic expectations | ❑ | ❑ |
| j. Support groups targeted for parents by racial, ethnic, or linguistic backgrounds | ❑ | ❑ |

**7. For each of the following services, please indicate if it is available for every student who wants the service, for some students who want the service, or if the service is not provided.**

| | For Every Student | For Some Students | Service Not Provided |
|---|---|---|---|
| a. A pre-school program | ❑ | ❑ | ❑ |
| b. A half-day kindergarten program | ❑ | ❑ | ❑ |
| c. A full-day kindergarten program | ❑ | ❑ | ❑ |
| d. An after-school academic program | ❑ | ❑ | ❑ |
| e. A summer school/intersession academic program | ❑ | ❑ | ❑ |
| f. A breakfast program for students | ❑ | ❑ | ❑ |
| g. A food/clothing assistance program | ❑ | ❑ | ❑ |

**8. Does your school have access to any of the following resources?**

| | Dedicated to our School | Shared Through District | Not Available |
|---|---|---|---|
| a. Curriculum specialist | ❑ | ❑ | ❑ |
| b. School coach (e.g., school-wide reform) | ❑ | ❑ | ❑ |
| c. Principal coach | ❑ | ❑ | ❑ |
| d. Social worker | ❑ | ❑ | ❑ |
| e. School nurse | ❑ | ❑ | ❑ |
| f. Psychological counselor | ❑ | ❑ | ❑ |
| g. Parent school liaison | ❑ | ❑ | ❑ |
| h. English Language (EL) Learner specialist | ❑ | ❑ | ❑ |
| i. Special Education specialist | ❑ | ❑ | ❑ |
| j. Equity/Diversity Coach | ❑ | ❑ | ❑ |
| k. Truancy officer | ❑ | ❑ | ❑ |
| l. ESL classes for parents | ❑ | ❑ | ❑ |
| m. Parenting skills classes | ❑ | ❑ | ❑ |
| n. Conflict resolution program or services | ❑ | ❑ | ❑ |
| o. Health services for families | ❑ | ❑ | ❑ |

**9. <u>In the last four years</u>, has your school done any of the following to improve student achievement?**

| | Yes | No | Don?t Know |
|---|---|---|---|
| a. Transferred teachers to different grades or subjects | ❑ | ❑ | ❑ |
| b. Implemented a school plan that addressed performance on CAT-6/CSTs | ❑ | ❑ | ❑ |
| c. Implemented a school plan that addressed gaps in student achievement | ❑ | ❑ | ❑ |
| d. Increased time for test preparation activities | ❑ | ❑ | ❑ |
| e. Increased the length of the school day | ❑ | ❑ | ❑ |
| f. Increased the length of the school year | ❑ | ❑ | ❑ |
| g. Increased the amount of professional development offered | ❑ | ❑ | ❑ |
| h. Increased the amount of teacher collaboration time | ❑ | ❑ | ❑ |
| i. Implemented a new program for English Learners | ❑ | ❑ | ❑ |
| j. Used incentives for students related to performance on CAT-6/CSTs | ❑ | ❑ | ❑ |
| k. Provided release time for teachers to prepare for CAT-6/CSTs | ❑ | ❑ | ❑ |
| l. Worked with a whole-school reform provider (e.g., America?s Choice, Different Ways of Knowing) | ❑ | ❑ | ❑ |
| m. Implemented an alternative school instructional model (e.g., project-based learning, parent-participation school) | ❑ | ❑ | ❑ |

## SECTION II: Principal Leadership

**10. How frequently do you do each of the following?**

| | Once or More a Week | Once or Twice a Month | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|
| a. Participate in a grade-level meeting | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Formally evaluate teachers | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Conduct walkthroughs | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Teach a demonstration/model class | ❑ | ❑ | ❑ | ❑ | ❑ |

**11. Given your daily demands, what priority do you place on each of the following responsibilities?**

| | High Priority | Moderate Priority | Low Priority | Not a Priority |
|---|---|---|---|---|
| a. Communicate a clear vision for our school | ❑ | ❑ | ❑ | ❑ |
| b. Make expectations clear to teachers for meeting academic achievement goals | ❑ | ❑ | ❑ | ❑ |
| c. Act as a knowledgeable source concerning standards and curriculum | ❑ | ❑ | ❑ | ❑ |
| d. Set high standards for student learning | ❑ | ❑ | ❑ | ❑ |
| e. Provide support for classroom discipline and order | ❑ | ❑ | ❑ | ❑ |
| f. Ensure that teachers have time for planning | ❑ | ❑ | ❑ | ❑ |
| g. Praise and recognize teachers | ❑ | ❑ | ❑ | ❑ |
| h. Encourage teachers to take a leadership role in our school | ❑ | ❑ | ❑ | ❑ |
| i. Provide teachers with adequate classroom materials | ❑ | ❑ | ❑ | ❑ |
| j. Ensure that teachers receive adequate professional development to improve instruction | ❑ | ❑ | ❑ | ❑ |
| k. Secure additional resources from outside sources (e.g., state/federal grants, grants from private sources and/or foundations) | ❑ | ❑ | ❑ | ❑ |
| l. Secure additional resources from our district | ❑ | ❑ | ❑ | ❑ |
| m. Build strong relationships with parents | ❑ | ❑ | ❑ | ❑ |

**12. To what extent do the following influence your school-wide instructional priorities?**

| | A Great Extent | A Moderate Extent | A Minor Extent | Not at All |
|---|---|---|---|---|
| a. Results from the CST/CAT-6 | ❑ | ❑ | ❑ | ❑ |
| b. Results from the CELDT | ❑ | ❑ | ❑ | ❑ |
| c. Benchmark assessments conducted by teachers | ❑ | ❑ | ❑ | ❑ |
| d. Curriculum program test results | ❑ | ❑ | ❑ | ❑ |
| e. Student grades and report cards | ❑ | ❑ | ❑ | ❑ |
| f. Your own classroom observations | ❑ | ❑ | ❑ | ❑ |
| g. School statewide ranking on API | ❑ | ❑ | ❑ | ❑ |
| h. Similar school ranking on API | ❑ | ❑ | ❑ | ❑ |
| i. Requirements that come from private grant funding | ❑ | ❑ | ❑ | ❑ |
| j. Requirements that come from state-funded school improvement programs (e.g., II/USP, HPSGP) | ❑ | ❑ | ❑ | ❑ |
| k. Requirements that come from other categorical funding programs | ❑ | ❑ | ❑ | ❑ |
| l. Research on best instructional practices | ❑ | ❑ | ❑ | ❑ |
| m. Practices found to be successful in high performing schools *in my district* | ❑ | ❑ | ❑ | ❑ |
| n. Practices found to be successful in high performing schools *outside my district* | ❑ | ❑ | ❑ | ❑ |

**13. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. I have adequate time to conduct teacher evaluations | ❑ | ❑ | ❑ | ❑ |
| b. I use teacher evaluations to address professional performance | ❑ | ❑ | ❑ | ❑ |
| c. I am able to give curricular issues the attention they deserve | ❑ | ❑ | ❑ | ❑ |
| d. I ensure that teachers use adopted curriculum packages | ❑ | ❑ | ❑ | ❑ |
| e. I make it difficult for ineffective teachers to stay in my school | ❑ | ❑ | ❑ | ❑ |

**14. Are you able to hire teachers of your own choosing?**

Yes ❑

No ❑ → If No, Go to Question 16 on the next page.

**15. How have the following factors affected your ability to hire teachers of your choice?**
*(N/A=Not Applicable)*

| | Helped | No Effect | Hindered | N/A |
|---|---|---|---|---|
| a. District office policies and practices | ❑ | ❑ | ❑ | ❑ |
| b. Prescreening of candidates by district office | ❑ | ❑ | ❑ | ❑ |
| c. Teacher assignment as specified in teacher union contracts | ❑ | ❑ | ❑ | ❑ |
| d. Level of salary and benefits | ❑ | ❑ | ❑ | ❑ |
| e. Overall quality of the applicant pool | ❑ | ❑ | ❑ | ❑ |
| f. Level of student achievement at your school | ❑ | ❑ | ❑ | ❑ |
| g. School reputation | ❑ | ❑ | ❑ | ❑ |
| h. Student demographics | ❑ | ❑ | ❑ | ❑ |
| i. The number of EL students at your school | ❑ | ❑ | ❑ | ❑ |
| j. The neighborhood in which your school is located | ❑ | ❑ | ❑ | ❑ |
| k. The quality of school facilities | ❑ | ❑ | ❑ | ❑ |

**16. What proportion of your current teaching staff has the following characteristics?**

| | All of Staff | Most of Staff | About Half of Staff | Some of Staff | None of Staff |
|---|---|---|---|---|---|
| a. Training in our curriculum program(s) | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. The ability to speak the home language of EL students | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. The ability to use data from student assessments | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Familiarity with California state standards | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Familiarity with the school community | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Being excited about teaching | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. Fitting well into your school culture | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. A demonstrated ability to raise student achievement | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. Strong content knowledge | ❑ | ❑ | ❑ | ❑ | ❑ |
| j. The ability to map curriculum standards to instruction | ❑ | ❑ | ❑ | ❑ | ❑ |
| k. Struggling in the classroom | ❑ | ❑ | ❑ | ❑ | ❑ |
| l. Likely to leave teaching in the next year or two | ❑ | ❑ | ❑ | ❑ | ❑ |
| m. Support colleague?s learning and improvement | ❑ | ❑ | ❑ | ❑ | ❑ |

**17. In the last 4 years, as principal of this school, how many teachers have you:** *(If you have been the principal of this school fewer than 4 years, please answer about the time you have been principal of this school. If none, enter "00".)*

a. Wanted to remove? [ ][ ] Teacher(s)

b. Attempted to remove? [ ][ ] Teacher(s)

c. Successfully removed? [ ][ ] Teacher(s)

**18. How have the following factors affected your ability to remove unsatisfactory teachers from your school?** *(N/A=Not Applicable)*

| | Helped | No Effect | Hindered | N/A |
|---|---|---|---|---|
| a. District office policies and practices | ❑ | ❑ | ❑ | ❑ |
| b. Prescreening of candidates by district office | ❑ | ❑ | ❑ | ❑ |
| c. Teacher assignment as specified in teacher union contracts | ❑ | ❑ | ❑ | ❑ |
| d. Level of salary and benefits | ❑ | ❑ | ❑ | ❑ |
| e. Overall quality of the applicant pool | ❑ | ❑ | ❑ | ❑ |
| f. Level of student achievement at your school | ❑ | ❑ | ❑ | ❑ |
| g. School reputation | ❑ | ❑ | ❑ | ❑ |

**19. Has your school received additional funding other than state/district funds in the last 4 years?**

Yes ❑

No ❑ → If No, Go to Question 21 on the next page.

**20. How effective was additional funding in helping your school improve student achievement?** *(N/A=Not Applicable)*

| | Very Effective | Somewhat Effective | Not Effective | N/A |
|---|---|---|---|---|
| a. State-funded school improvement programs (e.g., II/USP, HPSGP) | ❑ | ❑ | ❑ | ❑ |
| b. Private foundation grant(s) | ❑ | ❑ | ❑ | ❑ |
| c. Corporate grant(s) | ❑ | ❑ | ❑ | ❑ |
| d. In-kind donations | ❑ | ❑ | ❑ | ❑ |
| e. Donations from parents/community members | ❑ | ❑ | ❑ | ❑ |
| f. Donations from school/district foundations | ❑ | ❑ | ❑ | ❑ |
| g. Other *(please specify):* | ❑ | ❑ | ❑ | ❑ |

## SECTION III: The Role of the District

**21. I understand my district?s expectations in regard to the following:**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Implementation of our Language Arts curriculum program | ❑ | ❑ | ❑ | ❑ |
| b. Implementation of our Math curriculum program | ❑ | ❑ | ❑ | ❑ |
| c. Student homework policies | ❑ | ❑ | ❑ | ❑ |
| d. Student discipline procedures | ❑ | ❑ | ❑ | ❑ |
| e. Teacher evaluation process | ❑ | ❑ | ❑ | ❑ |
| f. Parental involvement/support | ❑ | ❑ | ❑ | ❑ |
| g. Facilities upkeep/conditions | ❑ | ❑ | ❑ | ❑ |
| h. Financial management | ❑ | ❑ | ❑ | ❑ |
| i. My performance as a school leader | ❑ | ❑ | ❑ | ❑ |
| j. Student achievement on state standards | ❑ | ❑ | ❑ | ❑ |
| k. Meeting our API growth target | ❑ | ❑ | ❑ | ❑ |
| l. Meeting our API subgroup target(s) | ❑ | ❑ | ❑ | ❑ |
| m. Meeting our AYP subgroup target(s) | ❑ | ❑ | ❑ | ❑ |

**22. How would you characterize the support your district provides to your school in the following areas?**

| | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| a. Professional development for teachers focusing on curriculum | ❑ | ❑ | ❑ | ❑ |
| b. Professional development for teachers focusing on multicultural/diversity issues | ❑ | ❑ | ❑ | ❑ |
| c. Professional development for teachers focusing on classroom management/student behavior | ❑ | ❑ | ❑ | ❑ |
| d. Professional development focusing on English Learners | ❑ | ❑ | ❑ | ❑ |
| e. Professional development for you as a principal | ❑ | ❑ | ❑ | ❑ |
| f. Assistance communicating with parents regarding academic expectations | ❑ | ❑ | ❑ | ❑ |
| g. Facilities management | ❑ | ❑ | ❑ | ❑ |
| h. Site-level planning related to improving achievement | ❑ | ❑ | ❑ | ❑ |
| i. Resources for supplementary instruction for struggling students | ❑ | ❑ | ❑ | ❑ |

**23. How much do you agree or disagree with the following statements concerning your school district?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don?t Know |
|---|---|---|---|---|---|
| a. Actively recruits capable teachers | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Has an effective process for hiring teachers | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Gives permanent status only to competent teachers | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Supports me as a principal in my evaluation of teacher performance | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Works hard to improve the skills of ineffective teachers | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. When appropriate, attempts to counsel ineffective teachers to leave the profession | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. Has a teacher placement process that takes student needs into consideration | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. Supports employee interest in additional education and certification | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. Provides up-to-date instructional materials | ❑ | ❑ | ❑ | ❑ | ❑ |
| j. Provides enough instructional materials for all students | ❑ | ❑ | ❑ | ❑ | ❑ |
| k. Has a rigorous principal selection process | ❑ | ❑ | ❑ | ❑ | ❑ |
| l. Provides AB 75 training to all principals | ❑ | ❑ | ❑ | ❑ | ❑ |
| m. Provides ongoing professional development to all principals | ❑ | ❑ | ❑ | ❑ | ❑ |
| n. Provides opportunities for principals to collaborate together | ❑ | ❑ | ❑ | ❑ | ❑ |

**24. How much do you agree or disagree with the following statements about your school district?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don?t Know |
|---|---|---|---|---|---|
| a. Has a curriculum aligned with state standards | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Has a coherent grade-by-grade curriculum it uses for all schools | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Provides teacher professional development aligned with the district curriculum | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Has a clear expectation for student performance aligned with the curriculum | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Evaluates me as a principal based on the extent to which instruction in my school aligns with the curriculum | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Evaluates me as a principal based on student performance | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. Has district staff highly skilled at curriculum and instruction | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. Has district staff highly skilled at financial management | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. Has district staff highly skilled at the analysis of performance data | ❑ | ❑ | ❑ | ❑ | ❑ |
| j. Expects that all schools in the district improve student achievement | ❑ | ❑ | ❑ | ❑ | ❑ |
| k. Has a superintendent and board that work together effectively | ❑ | ❑ | ❑ | ❑ | ❑ |
| l. Maintains constructive relationships with employee unions | ❑ | ❑ | ❑ | ❑ | ❑ |

## SECTION IV: Assessment and Data

**25. In what form do you receive CAT-6/CST data?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students | ☐ |
| b. A summary of all students across grade levels | ☐ |
| c. Disaggregated by specific skill/academic content | ☐ |
| d. Disaggregated by student subgroup | ☐ |
| e. I do not receive data for my students | ☐ |

**a. How do you use CAT-6/CST assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ☐ |
| b. To inform and communicate with parents | ☐ |
| c. To identify struggling students | ☐ |
| d. To develop strategies to move students from below basic and basic into proficiency | ☐ |
| e. To compare grades within the school | ☐ |
| f. To examine school-wide instructional issues | ☐ |
| g. To identify teachers who need instructional improvement | ☐ |
| h. None of the above | ☐ |

**b. Please indicate how your district uses CAT-6/CST assessment data.** *(Please check all that apply.)*

| | |
|---|---|
| a. To set school-wide goals for student achievement | ☐ |
| b. To evaluate your curriculum programs | ☐ |
| c. To evaluate teachers? practices | ☐ |
| d. To compare grades and classrooms in your school | ☐ |
| e. To compare subgroups of students in your school | ☐ |
| f. To compare your school to similar schools | ☐ |
| g. To examine trends in your school?s performance | ☐ |
| h. None of the above | ☐ |

**26. In what form do you receive CELDT assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students | ❑ |
| b. A summary of all students across grade levels | ❑ |
| c. Disaggregated by specific skill/academic content | ❑ |
| d. Disaggregated by student subgroup | ❑ |
| e. I do not receive data for my students | ❑ |

**a. How do you use CELDT assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ❑ |
| b. To inform and communicate with parents | ❑ |
| c. To identify struggling students | ❑ |
| d. To develop strategies to move students from below basic and basic in to proficiency | ❑ |
| e. To compare grades within the school | ❑ |
| f. To examine school-wide instructional issues | ❑ |
| g. To identify teachers who need instructional improvement | ❑ |
| h. None of the above | ❑ |

**b. Please indicate how your district uses CELDT assessment data.** *(Please check all that apply.)*

| | |
|---|---|
| a. To set school-wide goals for student achievement | ❑ |
| b. To evaluate your curriculum programs | ❑ |
| c. To evaluate teachers? practices | ❑ |
| d. To compare grades and classrooms in your school | ❑ |
| e. To compare subgroups of students in your school | ❑ |
| f. To compare your school to similar schools | ❑ |
| g. To examine trends in your school?s performance | ❑ |
| h. None of the above | ❑ |

**27. For which of the following curriculum programs, if any, does your school administer <u>curriculum program assessments</u>?** *(Please check all that apply.)*

Language Arts..... ❑

Mathematics..... ❑

None of the above..... ❑ → If None of the above, Go to Question 29 on the next page.

**a. Which, if any, of these <u>curriculum program assessments</u> are required by the district?**

Language Arts..... ❑

Mathematics..... ❑

None of the above..... ❑

**b. In what form do you receive data from <u>curriculum program assessments</u>?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students | ❑ |
| b. A summary of all students across grade levels | ❑ |
| c. Disaggregated by specific skill/academic content | ❑ |
| d. Disaggregated by student subgroup | ❑ |
| e. I do not receive data for my students | ❑ |

**c. How do you use <u>curriculum program assessment</u> data?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ❑ |
| b. To inform and communicate with parents | ❑ |
| c. To identify struggling students | ❑ |
| d. To develop strategies to move students from below basic and basic into proficiency | ❑ |
| e. To compare grades within the school | ❑ |
| f. To examine school-wide instructional issues | ❑ |
| g. To identity teachers who need instructional improvement | ❑ |
| h. None of the above | ❑ |

**28. Please indicate how your district uses your school?s curriculum program assessment data.**
*(Please check all that apply.)*

| | |
|---|---|
| a. To set school-wide goals for student achievement | ❑ |
| b. To evaluate your curriculum programs | ❑ |
| c. To evaluate teachers? practices | ❑ |
| d. To compare grades and classrooms in your school | ❑ |
| e. To compare subgroups of students in your school | ❑ |
| f. To compare your school to similar schools | ❑ |
| g. To examine trends in your school?s performance | ❑ |
| h. None of the above | ❑ |

**29. Does your school administer assessments in Language Arts or Mathematics that were developed by the district?**

Yes, for Language Arts only..... ❑
Yes, for Mathematics only..... ❑
Yes, for both Language Arts and Mathematics ... ❑
No ..... ❑ → If No, Go to Question 30 on page 19.

**a. Are these assessments required by the district?**

Yes, for Language Arts only..... ❑
Yes, for Mathematics only..... ❑
Yes, for both Language Arts and Mathematics ... ❑
No ..... ❑

**b. In what form do you receive data from these <u>district developed assessments</u>?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students | ☐ |
| b. A summary of all students across grade levels | ☐ |
| c. Disaggregated by specific skill/academic content | ☐ |
| d. Disaggregated by student subgroup | ☐ |
| e. I do not receive data for my students | ☐ |

**c. How do you use data from these <u>district developed assessments</u>?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ☐ |
| b. To inform and communicate with parents | ☐ |
| c. To identify struggling students | ☐ |
| d. To develop strategies to move students from below basic and basic into proficiency | ☐ |
| e. To compare grades within the school | ☐ |
| f. To examine school-wide instructional issues | ☐ |
| g. To identity teachers who need instructional improvement | ☐ |
| h. None of the above | ☐ |

**d. Please indicate how your <u>district</u> uses these <u>district developed assessment</u> data about your school.** *(Please check all that apply.)*

| | |
|---|---|
| a. To set school-wide goals for student achievement | ☐ |
| b. To evaluate your curriculum programs | ☐ |
| c. To evaluate teachers? practices | ☐ |
| d. To compare grades and classrooms in your school | ☐ |
| e. To compare subgroups of students in your school | ☐ |
| f. To compare your school to similar schools | ☐ |
| g. To examine trends in your school?s performance | ☐ |
| h. None of the above | ☐ |

**30. Does your school administer other commercial assessments in Language Arts or Mathematics?**

Yes, for Language Arts only..... ❑

Yes, for Mathematics only..... ❑

Yes, for both Language Arts and Mathematics ... ❑

No ..... ❑ → If No, Go to Question 31 on page 21.

**a. Are these other commercial assessments required by the district?**

Yes, for Language Arts only..... ❑

Yes, for Mathematics only..... ❑

Yes, for both Language Arts and Mathematics ... ❑

No ..... ❑

**b. In what form do you receive data from these other commercial assessments?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students | ❑ |
| b. A summary of all students across grade levels | ❑ |
| c. Disaggregated by specific skill/academic content | ❑ |
| d. Disaggregated by student subgroup | ❑ |
| e. I do not receive data for my students | ❑ |

**c. How do you use these other commercial assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ❑ |
| b. To inform and communicate with parents | ❑ |
| c. To identify struggling students | ❑ |
| d. To develop strategies to move students from below basic and basic into proficiency | ❑ |
| e. To compare grades within the school | ❑ |
| f. To examine school-wide instructional issues | ❑ |
| g. To identity teachers who need instructional improvement | ❑ |
| h. None of the above | ❑ |

**d. Please indicate how your district uses these other commercial assessment data.** *(Please check all that apply.)*

| | |
|---|---|
| a. To set school-wide goals for student achievement | ❑ |
| b. To evaluate your curriculum programs | ❑ |
| c. To evaluate teachers? practices | ❑ |
| d. To compare grades and classrooms in your school | ❑ |
| e. To compare subgroups of students in your school | ❑ |
| f. To compare your school to similar schools | ❑ |
| g. To examine trends in your school?s performance | ❑ |
| h. None of the above | ❑ |

**31. How frequently do you review assessment data (of any type)?**

| | Weekly | Every 3-4 Weeks | Every 6-8 Weeks | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|---|
| a. I review assessment data independently | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. I review assessment data with teachers *in their grade levels* | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. I review assessment data with teachers *across grade levels* | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. I review assessment data with individual teachers | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |

**32. How often do you do each of the following?**

| | Weekly | Every 3-4 Weeks | Every 6-8 Weeks | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|---|
| a. Meet with individual teachers to review assessment data for individual students | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Use assessment data to set goals for individual student achievement | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Use assessment data to develop strategies to help selected students reach goals | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Use assessment data to follow up on progress of selected students | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Use assessment data to determine professional development teachers need to improve in a particular area | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |

**33. How much do you agree or disagree with each of the following statements about student subgroups?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Teachers use data to analyze student achievement by subgroup (e.g., racial/ethnic, EL) | ❑ | ❑ | ❑ | ❑ |
| b. Teachers set measurable goals for student achievement by subgroup | ❑ | ❑ | ❑ | ❑ |
| c. Teachers receive professional development that focuses on using assessment data by subgroup to improve student performance | ❑ | ❑ | ❑ | ❑ |
| d. Our school sets measurable goals for student achievement by subgroup | ❑ | ❑ | ❑ | ❑ |
| e. Our school dedicates time at staff meetings to discuss student achievement by subgroup | ❑ | ❑ | ❑ | ❑ |

## SECTION V: Professional Development

**34. How much have the following types of professional development sessions influenced your practices?** *(N/A=Never Attended)*

| | A Great Amount | A Moderate Amount | A Small Amount | None | N/A |
|---|---|---|---|---|---|
| a. University course(s) related to your role as principal | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Visits to other schools designed to improve your work as principal | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Individual or collaborative research on a topic of interest to you | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Mentoring and/or peer observation and coaching of principals | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Participating in a principal network | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Workshops or conferences related to your role as principal | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. Attending ACSA?s principal institute | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. Completing AB 75 principal training | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. District training/institutes | ❑ | ❑ | ❑ | ❑ | ❑ |
| j. Other *(please specify)*: | ❑ | ❑ | ❑ | ❑ | ❑ |

**35. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| **Over the last 12 months, my professional development has:** | | | | |
| a. Been sustained and coherently focused | ❑ | ❑ | ❑ | ❑ |
| b. Been closely connected to my school?s instructional goals | ❑ | ❑ | ❑ | ❑ |
| c. Included enough time to discuss how to apply new ideas/ practices in my school | ❑ | ❑ | ❑ | ❑ |
| d. Helped me better understand the needs of my teachers | ❑ | ❑ | ❑ | ❑ |
| e. Helped me identify strategies to better meet the needs of struggling students | ❑ | ❑ | ❑ | ❑ |
| f. Provided opportunities to work with principals in other schools | ❑ | ❑ | ❑ | ❑ |

**36. From the list below, please select your top three priorities for your own additional professional development.**

| | |
|---|---|
| a. Developing a school plan or shared vision | ❑ |
| b. Promoting shared decision-making | ❑ |
| c. Involving and providing support to parents | ❑ |
| d. Fundraising/grant writing | ❑ |
| e. Implementing a specific instructional program | ❑ |
| f. Evaluating teachers? instruction | ❑ |
| g. Implementing a standards-based curriculum | ❑ |
| h. Addressing multicultural/diversity issues | ❑ |
| i. Using assessment data | ❑ |
| j. Training and instructional strategies for EL students | ❑ |
| k. Changes in state/federal accountability requirements | ❑ |
| l. Financial management | ❑ |

## SECTION VI: About You

*The final set of questions will help us better describe who participated in the study. This information will be kept strictly confidential!*

**37. Including this school year, how many years have you been:** *(If none, enter "00".)*

a. A Principal ..... ☐☐ Year(s)

b. A Principal at this school ..... ☐☐ Year(s)

c. A Principal in this district ..... ☐☐ Year(s)

d. An Elementary Assistant Principal ..... ☐☐ Year(s)

e. A Middle/High School Principal ..... ☐☐ Year(s)

f. A Middle/High School Assistant Principal ..... ☐☐ Year(s)

g. A District Administrator ..... ☐☐ Year(s)

h. A Full-time Teacher ..... ☐☐ Year(s)

i. A Substitute Teacher ..... ☐☐ Year(s)

**38. What grades have you taught?** *(Please check all that apply.)*

**N/A** ☐ **K** ☐ **1** ☐ **2** ☐ **3** ☐ **4** ☐ **5** ☐ **6** ☐ **7 or higher** ☐

**39. What is the highest level of formal education you have completed?**

Bachelor?s degree ..... ☐

Master?s degree ..... ☐

Doctoral degree ..... ☐

**40. Which of the following teaching credentials do you have?** *(Please check all that apply.)*

| | |
|---|---|
| a. Regular or standard certificate for California | ❑ |
| b. Regular or standard certificate for another state | ❑ |
| c. B-CLAD/ CLAD | ❑ |
| d. Hughes (SB 1969, 395) | ❑ |
| e. Education Specialist Instruction Credential | ❑ |
| f. National Board Certification | ❑ |
| g. Preliminary Credential | ❑ |
| h. Emergency Permit | ❑ |
| i. Administrative | ❑ |
| j. Other *(please specify)*: | ❑ |

**41. What is your gender?**

Female ..... ❑

Male ..... ❑

**42. What is your age?**

Years

**43. Are you comfortable conversing in a language other than English?**

Yes ❑

No ❑ → If No, Go to Question 45 on the next page.

**44. In what other languages are you comfortable conversing?** *(Please check all that apply.)*

| | |
|---|---|
| a. Spanish | ☐ |
| b. Vietnamese | ☐ |
| c. Hmong | ☐ |
| d. Cantonese | ☐ |
| e. Filipino (Pilipino or Tag) | ☐ |
| f. Other *(please specify)*: | ☐ |

**45. To which of the following groups do you belong?** *(Please check all that apply.)*

| | |
|---|---|
| a. American Indian or Alaska Native | ☐ |
| b. Asian | ☐ |
| c. Black or African American | ☐ |
| d. Filipino | ☐ |
| e. Latino/Hispanic | ☐ |
| f. Native Hawaiian or Other Pacific Islander | ☐ |
| g. White | ☐ |
| h. Other *(please specify)*: | ☐ |

**46. In your opinion, what are the three most effective things your school has done to improve student achievement?**

**Strategy #1:** _____

_____

_____

_____

_____

_____

_____

_____

**Strategy #2:** _____

_____

_____

_____

_____

_____

_____

_____

**Strategy #3:** _____

_____

_____

_____

_____

_____

_____

_____

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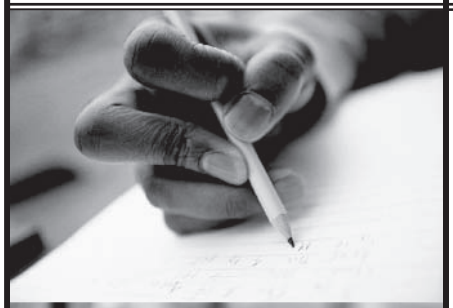
# Improving Achievement for Low-Income Students: What Makes a Difference?



## A Large Scale Survey of California Elementary Schools

Teacher Survey
January 2005

This survey is being conducted as a collaborative project between EdSource and research scientists and faculty from Stanford University's Graduate School of Education, U.C. Berkeley's Graduate School of Education, and the American Institutes for Research.

EdSource

American Institutes for Research®

## INSTRUCTIONS

- ❑ When marking your responses on this survey, please use a number 2 pencil (preferable) or a ballpoint pen with dark ink. Do not use a felt tip pen or a Sharpie marker.
- ❑ Please indicate your answers by either checking (✓) or making an "✗" in the appropriate boxes. Write clearly and distinctly, avoiding any extraneous marks on the page.
- ❑ If you would like to change an answer, please erase any pencil marking completely or clearly strike through a mark made with a pen.
- ❑ For items that ask you to fill in a written response, please print your response in capital letters using one letter per box provided.

When you have completed the survey, please put the survey in the enclosed envelope, seal it, and return it to the person whose name appears on the envelope.

Thank you very much for taking the time to complete this survey!

## SECTION I: School Context

**1. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Our school has a clear vision that is focused on student learning outcomes | ❑ | ❑ | ❑ | ❑ |
| b. Our school has well defined plans for instructional improvement | ❑ | ❑ | ❑ | ❑ |
| c. Our school assesses the effectiveness of our plans for instructional improvement | ❑ | ❑ | ❑ | ❑ |

**2. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. At our school, there is an enforced attendance policy | ❑ | ❑ | ❑ | ❑ |
| b. At our school, there is an enforced dress code for students | ❑ | ❑ | ❑ | ❑ |
| c. At our school, there are enforced rules for student behavior | ❑ | ❑ | ❑ | ❑ |
| d. At our school, there is a zero tolerance policy toward bullying | ❑ | ❑ | ❑ | ❑ |
| e. At our school, students respect cultural differences | ❑ | ❑ | ❑ | ❑ |

**3. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. My classroom instruction is guided by state standards | ❑ | ❑ | ❑ | ❑ |
| b. Our school has identified essential/key standards | ❑ | ❑ | ❑ | ❑ |
| c. Our school uses a standards-based report card | ❑ | ❑ | ❑ | ❑ |
| d. Meeting our *API growth target* is a priority | ❑ | ❑ | ❑ | ❑ |
| e. Meeting our *API subgroup (e.g., racial/ethnic, EL) targets* is a priority | ❑ | ❑ | ❑ | ❑ |
| f. Meeting our *AYP subgroup (e.g., racial/ethnic, EL) targets* is a priority | ❑ | ❑ | ❑ | ❑ |
| g. Our school sets measurable goals for EXCEEDING the mandated *API subgroup growth targets* | ❑ | ❑ | ❑ | ❑ |

**4. How frequently do you do each of the following with other teachers in your school?**

| | Once or More a Week | Once or Twice a Month | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|
| a. Share and discuss teaching methods | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Discuss particular lessons that were not very successful | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Examine the scope or sequence of curricular topics | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Review a grade-level pacing calendar | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Share and discuss student work | ❑ | ❑ | ❑ | ❑ | ❑ |

**5. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. I have detailed knowledge of the content covered by other teachers at my school | ❑ | ❑ | ❑ | ❑ |
| b. I have detailed knowledge of the instructional methods used by other teachers at my school | ❑ | ❑ | ❑ | ❑ |
| c. There is consistency in curriculum and instruction a*t the same grade level* | ❑ | ❑ | ❑ | ❑ |
| d. There is alignment in curriculum and instruction *across different grade levels* | ❑ | ❑ | ❑ | ❑ |
| e. When we start a new instructional program, we follow up to see how it is impacting student achievement | ❑ | ❑ | ❑ | ❑ |

**6. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Teachers take responsibility for student achievement | ❑ | ❑ | ❑ | ❑ |
| b. Teachers are committed to improving student achievement | ❑ | ❑ | ❑ | ❑ |
| c. Teachers communicate to students that education is important | ❑ | ❑ | ❑ | ❑ |
| d. Teachers provide support to struggling teachers | ❑ | ❑ | ❑ | ❑ |
| e. Teachers are involved in making important decisions at this school | ❑ | ❑ | ❑ | ❑ |
| f. Teachers discuss assumptions about race and student achievement | ❑ | ❑ | ❑ | ❑ |

**7. How much influence do teachers at your school have in determining the following school policies?**

| | Strong Influence | Moderate Influence | Minor Influence | No Influence |
|---|---|---|---|---|
| a. Content of professional development | ❑ | ❑ | ❑ | ❑ |
| b. Use of discretionary school funds | ❑ | ❑ | ❑ | ❑ |
| c. Selection of curriculum and instructional programs | ❑ | ❑ | ❑ | ❑ |
| d. Selection of supplemental books and other materials | ❑ | ❑ | ❑ | ❑ |
| e. Hiring of new teachers | ❑ | ❑ | ❑ | ❑ |
| f. Hiring of a new principal | ❑ | ❑ | ❑ | ❑ |

## SECTION II: Role of the Principal and the District

### Principal Role

**8. How frequently does your principal do each of the following?**

| | Once or More a Week | Once or Twice a Month | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|
| a. Participates in a grade-level meeting | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Formally evaluates my teaching | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Conducts a walkthrough of my classroom | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Teaches a demonstration/model class | ❑ | ❑ | ❑ | ❑ | ❑ |

**9. How much do you agree or disagree with each of the following statements about <u>your principal</u>?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. Communicates a clear vision for our school | ❑ | ❑ | ❑ | ❑ |
| b. Makes expectations clear to teachers for meeting academic achievement goals | ❑ | ❑ | ❑ | ❑ |
| c. Is a knowledgeable source concerning standards and curriculum | ❑ | ❑ | ❑ | ❑ |
| d. Sets high standards for student learning | ❑ | ❑ | ❑ | ❑ |
| e. Provides support for classroom discipline and order | ❑ | ❑ | ❑ | ❑ |
| f. Ensures that teachers have time for planning | ❑ | ❑ | ❑ | ❑ |
| g. Praises and recognizes teachers | ❑ | ❑ | ❑ | ❑ |
| h. Encourages teachers to take a leadership role in our school | ❑ | ❑ | ❑ | ❑ |
| i. Provides teachers with adequate classroom materials | ❑ | ❑ | ❑ | ❑ |
| j. Ensures that teachers receive adequate professional development to improve instruction | ❑ | ❑ | ❑ | ❑ |
| k. Builds strong relationships with parents | ❑ | ❑ | ❑ | ❑ |

## District Role

**10. How much do you agree or disagree with each of the following statements about your district?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don?t Know |
|---|---|---|---|---|---|
| a. Supports our school in achieving its mission | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Prioritizes student learning and achievement | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Provides information about curriculum standards | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Provides student achievement data | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Implements instructional improvement strategies | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Addresses the instructional needs of English Language Learner students at our school | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. Gives teachers opportunities to participate in decision-making at the district level (e.g., district level committees) | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. Offers useful professional development activities | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. Encourages teachers to take a leadership role in the district | ❑ | ❑ | ❑ | ❑ | ❑ |
| j. Praises and recognizes teachers | ❑ | ❑ | ❑ | ❑ | ❑ |
| k. Is aware of the challenges and problems our school faces | ❑ | ❑ | ❑ | ❑ | ❑ |
| l. Builds the community?s confidence in our school | ❑ | ❑ | ❑ | ❑ | ❑ |
| m. Ensures that district staff visits our school at least once a year | ❑ | ❑ | ❑ | ❑ | ❑ |

## SECTION III: Core Instruction

**11. In a typical day, how much instructional time do you spend on Language Arts?**

| | |
|---|---|
| 1 hour or less | ❑ |
| 1.5 hours | ❑ |
| 2 hours | ❑ |
| 2.5 hours | ❑ |
| 3 hours or more | ❑ |

**b. In a typical day, how much instructional time do you spend on Mathematics?**

| | |
|---|---|
| 30 minutes or less | ❑ |
| 45 minutes | ❑ |
| 60 minutes | ❑ |
| 75 minutes | ❑ |
| 90 minutes or more | ❑ |

**12. How frequently do you use the following Language Arts curriculum programs in your classroom?**

| | Daily | Once or Twice a Week | Once or Twice a Month | A Few Times a Year | Never |
|---|---|---|---|---|---|
| a. Harcourt Brace Spelling | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Houghton Mifflin | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. McGraw Hill/MacMillan?s Reading | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Open Court | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Phonics SRA | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Scholastic Phonics | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. Scott Foresman | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. Write Source Language Program | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. Other *(please specify)*: | ❑ | ❑ | ❑ | ❑ | ❑ |

**13. How frequently do you use the following Math curriculum programs in your classroom?**

| | Daily | Once or Twice a Week | Once or Twice a Month | A Few Times a Year | Never |
|---|---|---|---|---|---|
| a. Harcourt Brace | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Houghton Mifflin | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. McDougal Little | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. McGraw Hill | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Prentice Hall | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Progress in Math | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. Saxon Math | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. Scott Foresman | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. Success with MathCoach | ❑ | ❑ | ❑ | ❑ | ❑ |
| j. Other *(please specify)*: | ❑ | ❑ | ❑ | ❑ | ❑ |

**14. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| **a. This subject is protected from unnecessary interruptions** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **b. This subject is integrated with other subjects** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **c. The curriculum materials meet the needs of the majority of my students** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **d. The curriculum materials are aligned with state standards** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **e. I have opportunities to experiment with instructional strategies** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **f. I have opportunities to integrate culturally relevant materials** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **g. I have opportunities to incorporate creative elements into my teaching** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **h. I have received adequate training in the current curriculum program** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **i. My classroom has the current version of the textbook** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |
| **j. Every student in my classroom has a copy of the textbook** | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ |

**15. How frequently do you do each of the following?**

| | Daily | Once or Twice a Week | Once or Twice a Month | A Few Times a Year | Never |
|---|---|---|---|---|---|
| **a. Follow a lesson plan provided by the curriculum program, making few or no adjustments** | | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ | ❑ |
| **b. Modify a lesson plan provided by the curriculum program to better fit the needs of my students** | | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ | ❑ |
| **c. Use texts provided by the curriculum program** | | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ | ❑ |
| **d. Follow a pacing plan provided for my grade level** | | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ | ❑ |
| **e. Map state curriculum standards onto my lesson plans** | | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ | ❑ |

**16. How frequently do you administer the following assessments?**

| | Weekly | Every 3-4 Weeks | Every 6-8 Weeks | A Few Times a Year | Never |
|---|---|---|---|---|---|
| **a. Assessments created by myself or others in my school** | | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ | ❑ |
| **b. Assessments from the curriculum program** | | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ | ❑ |
| **c. Assessments developed by our district** | | | | | |
| Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics | ❑ | ❑ | ❑ | ❑ | ❑ |
| **d. Other commercial assessments** | | | | | |
| Language Arts *(please specify)*: | ❑ | ❑ | ❑ | ❑ | ❑ |
| Mathematics *(please specify)*: | ❑ | ❑ | ❑ | ❑ | ❑ |

## SECTION IV: Instructional Strategies

**17. How frequently does each of the following occur?**

| | Once or More a Week | Once or Twice a Month | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|
| a. I inform parents about my curriculum and instruction | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. I provide suggestions for activities that parents can do at home with their child | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. I create homework assignments that involve parents | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. I have parents who provide instructional support in my classroom | ❑ | ❑ | ❑ | ❑ | ❑ |

**18. How frequently do you do the following to address the needs of <u>students who are struggling academically</u>?**

| | Once or More a Week | Once or Twice a Month | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|
| a. Adjust my pace in the unit for the entire class to address the needs of struggling students | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Review key concepts in the unit for the entire class to address the needs of struggling students | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Use same-level achievement grouping to address the needs of struggling students | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Use mixed achievement grouping to address the needs of struggling students | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Use individualized instruction during class to address the needs of struggling students | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Provide individual assistance outside of class to address the needs of struggling students | ❑ | ❑ | ❑ | ❑ | ❑ |

**19. How frequently do you refer <u>struggling students</u> in your classroom to the following kinds of services?**

| | Once or More a Week | Once or Twice a Month | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|
| a. Diagnostic assessment | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Individual tutoring from a specialist | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Individual tutoring from an aide | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Individual tutoring from a volunteer | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Pull-out instruction in a small group | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Additional instruction in a before-school, after-school, or Saturday program | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. Additional instruction in a summer school/ intersession program | ❑ | ❑ | ❑ | ❑ | ❑ |

**20. In a typical week, how much additional instruction in Language Arts, on average, do struggling students receive outside of class?**

| | |
|---|---|
| None | ❑ |
| 30 minutes | ❑ |
| 60 minutes | ❑ |
| 90 minutes | ❑ |
| 120 minutes or more | ❑ |

**b. In a typical week, how much additional instruction in Mathematics, on average, do struggling students receive outside of class?**

| | |
|---|---|
| None | ❑ |
| 30 minutes | ❑ |
| 60 minutes | ❑ |
| 90 minutes | ❑ |
| 120 minutes or more | ❑ |

## SECTION V: English Learners

**21. Do you currently have any English Learner (EL) students in your class?**

Yes ❑

No ❑ → If No, Go to Question 33 on page 16.

**22. Among your EL students, how many of your students are in the following CELDT levels?** *(If none, enter "00".)*

a. Levels 1–2 (Beginning) ..... ☐☐ Student(s)

b. Level 3 (Intermediate) ..... ☐☐ Student(s)

c. Levels 4-5 (Advanced) ..... ☐☐ Student(s)

d. Don?t Know ..... ❑

**23. Does your school provide explicit instruction in English Language Development to EL students?**

Yes ☐

No ☐ → If No, Go to Question 27 on the next page.

**24. How is explicit English Language Development (ELD) instruction delivered to your EL students?** *(Please check all that apply.)*

| | |
|---|---|
| a. Whole class (ELs only) | ☐ |
| b. By ELD level within your class | ☐ |
| c. By ELD level through teaming | ☐ |
| d. Pull-out program (e.g., resource teacher) | ☐ |

**25. How much daily instructional time is specifically allotted for explicit English Language Development?**

| | |
|---|---|
| None | ☐ |
| 15 minutes | ☐ |
| 30 minutes | ☐ |
| 45 minutes | ☐ |
| 60 minutes | ☐ |
| 75 minutes or more | ☐ |

**26. Who teaches your EL students their explicit English Language Development instruction?** *(Please check all that apply.)*

| | |
|---|---|
| a. Myself | ☐ |
| b. Resource Teacher | ☐ |
| c. Another Teacher with EL credential (CLAD, BCLAD, or similar) | ☐ |
| d. Another Teacher without EL credential | ☐ |
| e. Instructional aide | ☐ |
| f. Other *(please specify):* | ☐ |

**27. In addition to their explicit English Language Development, how much supplemental instruction do EL students receive to move them to the next English proficiency level?**

| | |
|---|---|
| None | ☐ |
| 30 minutes | ☐ |
| 60 minutes | ☐ |
| 90 minutes | ☐ |
| 120 minutes or more | ☐ |

**28. How are your EL students taught mathematics?** *(Please check all that apply.)*

| | |
|---|---|
| a. In their native language | ☐ |
| b. In a mainstream classroom | ☐ |
| c. Using ESL or immersion techniques (SDAIE) | ☐ |
| d. With primary language assistance from an instructional aide | ☐ |
| e. With primary language assistance from the teacher | ☐ |
| f. With primary language assistance from a resource teacher | ☐ |
| g. Using mathematics material designed for EL students | ☐ |
| h. Using primary language math materials | ☐ |

**29. In addition to the CELDT, what types of assessment do you use for EL students?** *(Please check all that apply.)*

| | |
|---|---|
| a. School level ELD diagnostic assessment | ☐ |
| b. Program-specific ELD diagnostic assessment | ☐ |
| c. SABE (Spanish Assessment of Basic Education) | ☐ |
| d. School level academic assessments in students? primary language | ☐ |
| e. School level academic assessment using techniques designed for EL students | ☐ |
| f. Other *(please specify):* | ☐ |

**30. How frequently do you use the following EL curriculum programs in your classroom?**

| | Daily | Once or Twice a Week | Once or Twice a Month | A Few Times a Year | Never |
|---|---|---|---|---|---|
| a. Fast Track Reading Program | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Glencoe/McGraw Hill | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Hampton Brown | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Holt Literature and Language Arts | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Houghton Mifflin | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Lectura | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. McDougal Littell | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. Prentice Hall | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. Scholastic Read | ❑ | ❑ | ❑ | ❑ | ❑ |
| j. Scott Foresman | ❑ | ❑ | ❑ | ❑ | ❑ |
| k. SRA/ McGraw Hill | ❑ | ❑ | ❑ | ❑ | ❑ |
| l. Other *(please specify):* | ❑ | ❑ | ❑ | ❑ | ❑ |

**31. How frequently do you meet with teachers to do the following?**

| | Once or More a Week | Once or Twice a Month | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|
| a. Discuss the academic needs of your EL students | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Determine the best instructional approaches for your EL students | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Consult with an EL specialist | ❑ | ❑ | ❑ | ❑ | ❑ |

**32. How have the following types of instructional assistance in EL influenced your teaching practices?** *(N/A=Not applicable; did not receive)*

| | A Great Amount | A Moderate Amount | A Small Amount | N/A |
|---|---|---|---|---|
| a. Assistance in EL instructional strategies from EL coaches | ❑ | ❑ | ❑ | ❑ |
| b. Teachers who are succeeding with EL students present successful strategies | ❑ | ❑ | ❑ | ❑ |
| c. Opportunities to observe other teachers | ❑ | ❑ | ❑ | ❑ |
| d. Observation and feedback on your teaching of EL students | ❑ | ❑ | ❑ | ❑ |

## SECTION VI: Kindergarten

**33. Do you currently have any kindergarten students in your class?**

Yes ❑

No ❑ → If No, Go to Question 35 on the next page.

**34. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. I use play as an instructional activity | ❑ | ❑ | ❑ | ❑ |
| b. Teaching social skills is a primary part of my curriculum | ❑ | ❑ | ❑ | ❑ |
| c. Teaching academic content is a primary part of my curriculum | ❑ | ❑ | ❑ | ❑ |
| d. The majority of my students have attended at least one year of preschool | ❑ | ❑ | ❑ | ❑ |
| e. The majority of my students enter school academically prepared | ❑ | ❑ | ❑ | ❑ |
| f. I spend the majority of class time teaching academic skills | ❑ | ❑ | ❑ | ❑ |
| g. I use the state standards to guide what I teach | ❑ | ❑ | ❑ | ❑ |
| h. The kindergarten curriculum standards are developmentally appropriate | ❑ | ❑ | ❑ | ❑ |
| i. I spend time preparing my students for assessments | ❑ | ❑ | ❑ | ❑ |
| j. I use a report card that includes student?s academic progress | ❑ | ❑ | ❑ | ❑ |

## SECTION VII: Assessment and Data

**35. Do your students take the CAT-6/CST?**

Yes ☐

No ☐ → If No, Go to Question 36 on the next page.

**a. In what form do you receive CAT-6/CST assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students in my classroom | ☐ |
| b. A summary of all students across my grade level | ☐ |
| c. Disaggregated by specific skill/academic content for all students in my classroom | ☐ |
| d. Disaggregated by student subgroup for all students in my classroom | ☐ |
| e. I do not receive data for my students | ☐ |

**b. How do you use CAT-6/CST assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ☐ |
| b. To adjust my curriculum in areas where students encountered problems | ☐ |
| c. To inform parents of student progress | ☐ |
| d. To place students into instructional groups by achievement level | ☐ |
| e. To identify struggling students | ☐ |
| f. To develop strategies to move students from below basic and basic into proficiency | ☐ |
| g. None of the above | ☐ |

**36. Do your students take the CELDT?**

Yes ☐

No ☐ → If No, Go to Question 37 on the next page.

**a. In what form do you receive CELDT assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students in my classroom | ☐ |
| b. A summary of all students across my grade level | ☐ |
| c. Disaggregated by specific skill/academic content for all students in my classroom | ☐ |
| d. Disaggregated by student subgroup for all students in my classroom | ☐ |
| e. I do not receive data for my students | ☐ |

**b. How do you use CELDT assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ☐ |
| b. To adjust my curriculum in areas where students encountered problems | ☐ |
| c. To inform parents of student progress | ☐ |
| d. To place students into instructional groups by achievement level | ☐ |
| e. To identify struggling students | ☐ |
| f. To develop strategies to move students from below basic and basic into proficiency | ☐ |
| g. None of the above | ☐ |

**37. Do your students take curriculum program assessments?**

Yes ☐

No ☐ → If No, Go to Question 38 on the next page.

**a. In what form do you receive curriculum program assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students in my classroom | ☐ |
| b. A summary of all students across my grade level | ☐ |
| c. Disaggregated by specific skill/academic content for all students in my classroom | ☐ |
| d. Disaggregated by student subgroup for all students in my classroom | ☐ |
| e. I do not receive data for my students | ☐ |

**b. How do you use curriculum program assessment data?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ☐ |
| b. To adjust my curriculum in areas where students encountered problems | ☐ |
| c. To inform parents of student progress | ☐ |
| d. To place students into instructional groups by achievement level | ☐ |
| e. To identify struggling students | ☐ |
| f. To develop strategies to move students from below basic and basic into proficiency | ☐ |
| g. None of the above | ☐ |

**38. Do your students take <u>district developed assessments</u>?**

Yes ☐

No ☐ → If No, Go to Question 39 on the next page.

**a. In what form do you receive data from <u>district developed assessments</u>?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students in my classroom | ☐ |
| b. A summary of all students across my grade level | ☐ |
| c. Disaggregated by specific skill/academic content for all students in my classroom | ☐ |
| d. Disaggregated by student subgroup for all students in my classroom | ☐ |
| e. I do not receive data for my students | ☐ |

**b. How do you use data from <u>district developed assessments</u>?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ☐ |
| b. To adjust my curriculum in areas where students encountered problems | ☐ |
| c. To inform parents of student progress | ☐ |
| d. To place students into instructional groups by achievement level | ☐ |
| e. To identify struggling students | ☐ |
| f. To develop strategies to move students from below basic and basic into proficiency | ☐ |
| g. None of the above | ☐ |

**39. Do your students take other commerical assessments?**

Yes ☐

No ☐ → If No, Go to Question 40 on the next page.

**a. In what form do you receive data from other commercial assessments?** *(Please check all that apply.)*

| | |
|---|---|
| a. Individually for all students in my classroom | ☐ |
| b. A summary of all students across my grade level | ☐ |
| c. Disaggregated by specific skill/academic content for all students in my classroom | ☐ |
| d. Disaggregated by student subgroup for all students in my classroom | ☐ |
| e. I do not receive data for my students | ☐ |

**b. How do you use data from other commercial assessments?** *(Please check all that apply.)*

| | |
|---|---|
| a. To evaluate the progress of students | ☐ |
| b. To adjust my curriculum in areas where students encountered problems | ☐ |
| c. To inform parents of student progress | ☐ |
| d. To place students into instructional groups by achievement level | ☐ |
| e. To identify struggling students | ☐ |
| f. To develop strategies to move students from below basic and basic into proficiency | ☐ |
| g. None of the above | ☐ |

**40. How frequently do you review assessment data (of any type)?**

| | Weekly | Every 3-4 Weeks | Every 6-8 Weeks | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|---|
| a. I review assessment data independently | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. I review assessment data with teachers *in my grade level* | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. I review assessment data with teachers *across grade levels* | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. I review assessment data with my principal | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |

**41. How often do you do each of the following?**

| | Weekly | Every 3-4 Weeks | Every 6-8 Weeks | A Few Times a Year | Once a Year | Never |
|---|---|---|---|---|---|---|
| a. Meet with principal to review assessment data for individual students | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Use assessment data to set goals for individual student achievement | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Use assessment data to develop strategies to help selected students reach goals | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. Use assessment data to follow up on progress of selected students | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Use assessment data to determine what professional development I need to improve in a particular area | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |

**42. How much do you agree or disagree with each of the following statements about <u>student subgroups</u>?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a. I use assessment data to analyze student achievement by subgroups (e.g., racial/ethnic, EL) | ❑ | ❑ | ❑ | ❑ |
| b. I set measurable goals for student achievement by subgroup | ❑ | ❑ | ❑ | ❑ |
| c. I receive professional development that focuses on using assessment data by subgroup to improve student achievement | ❑ | ❑ | ❑ | ❑ |
| d. Our school sets measurable goals for student achievement by subgroup | ❑ | ❑ | ❑ | ❑ |
| e. Our school dedicates time at staff meetings to discuss student achievement data by subgroup | ❑ | ❑ | ❑ | ❑ |

## SECTION VIII: Professional Development

**43. In the last 12 months, how frequently did the following professional development activities occur?**

| | 4 or More Days | 2 to 3 Days | 1 Day | ½ Day or Less | No Days |
|---|---|---|---|---|---|
| a. I watched an instructional leader (e.g., coach, coordinator) model instruction | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. An instructional leader studied students? work and suggested ways to improve their learning of the subject matter | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. An instructional leader demonstrated ways to assess student learning | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. An instructional leader demonstrated use of student achievement data for improving instruction | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Another teacher observed me teach and gave me feedback | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. I observed another teacher | ❑ | ❑ | ❑ | ❑ | ❑ |

**44. How have the following professional development sessions influenced your teaching practices?** *(N/A=Not applicable; did not receive professional development in this area)*

| | A Great Amount | A Moderate Amount | A Small Amount | No Amount | N/A |
|---|---|---|---|---|---|
| a. Curriculum standards (AB 466) | ❑ | ❑ | ❑ | ❑ | ❑ |
| b. Multicultural or diversity issues | ❑ | ❑ | ❑ | ❑ | ❑ |
| c. Classroom management and student discipline | ❑ | ❑ | ❑ | ❑ | ❑ |
| d. School improvement planning | ❑ | ❑ | ❑ | ❑ | ❑ |
| e. Language Arts curriculum program | ❑ | ❑ | ❑ | ❑ | ❑ |
| f. Mathematics curriculum program | ❑ | ❑ | ❑ | ❑ | ❑ |
| g. English Language Development curriculum program | ❑ | ❑ | ❑ | ❑ | ❑ |
| h. Instructional strategies for English Learners | ❑ | ❑ | ❑ | ❑ | ❑ |
| i. Instructional strategies for multiple learning styles | ❑ | ❑ | ❑ | ❑ | ❑ |
| j. Understanding and using data from assessments to inform instruction | ❑ | ❑ | ❑ | ❑ | ❑ |

**45. How much do you agree or disagree with each of the following statements?**

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| ***Over the last 12 months*, my professional development has:** | | | | |
| a. Been sustained and coherently focused | ❑ | ❑ | ❑ | ❑ |
| b. Been closely connected to my school?s instructional goals | ❑ | ❑ | ❑ | ❑ |
| c. Included enough time to discuss how to apply new ideas/ practices in my school | ❑ | ❑ | ❑ | ❑ |
| d. Helped me better understand the needs of my students | ❑ | ❑ | ❑ | ❑ |
| e. Helped me identify strategies to better meet the needs of my struggling students | ❑ | ❑ | ❑ | ❑ |
| f. Included opportunities to work with teachers *in my school* | ❑ | ❑ | ❑ | ❑ |
| g. Included opportunities to work with teachers *in other schools* | ❑ | ❑ | ❑ | ❑ |

**46. From the list below, please select your top three priorities for your own additional professional development.**

| | |
|---|---|
| a. Curriculum standards (AB 466) | ❑ |
| b. Multicultural or diversity issues | ❑ |
| c. Classroom management and student discipline | ❑ |
| d. School improvement planning | ❑ |
| e. Language Arts curriculum program | ❑ |
| f. Mathematics curriculum program | ❑ |
| g. English Language Development curriculum program | ❑ |
| h. Instructional strategies for English Learners | ❑ |
| i. Instructional strategies for multiple learning styles | ❑ |
| j. Understanding and using data from assessments to inform instruction | ❑ |

## SECTION IX: About You

*The final set of questions will help us better describe who participated in the study. This information will be kept strictly confidential!*

**47. If this is your first year at this school, in what month did you begin teaching at this school?**

September ..... ☐
October ..... ☐
November ..... ☐
December..... ☐
January..... ☐
N/A ..... ☐

**48. Are you a long-term substitute teacher at this school?**

Yes ☐
No ☐

**49. Are you employed on a shared contract? A shared contract is an arrangement through which two teachers each work part-time and share responsibility for a classroom.**

Yes ☐
No ☐

**50. Including this school year, how many years have you been teaching?** *(If none, please enter "00".)*

a. Full-time ..... ☐☐ Year(s)
b. As a substitute..... ☐☐ Year(s)
c. At your current school full-time ..... ☐☐ Year(s)
d. At your current school as a substitute..... ☐☐ Year(s)

**51. At what grade level(s) are you currently teaching?** *(Please check all that apply.)*

**K** ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5** ❑ **6** ❑

**52. How many years have you taught this current grade level?**

Years

**53. What were your previous teaching responsibilities?** *(Please check all that apply.)*

**Grade Levels:** **K** ❑ **1** ❑ **2** ❑ **3** ❑ **4** ❑ **5** ❑ **6** ❑

**54. Do you have a special program assignment in any of these areas?** *(Please check all that apply.)*

| | |
|---|---|
| Special Education | ❑ |
| Bilingual | ❑ |
| Other *(please specify):* | ❑ |

**55. How many students are in your class?**

Students

**56. What is the highest level of formal education you have completed?**

Bachelor?s degree..... ❑

Master?s degree..... ❑

Doctoral degree..... ❑

**57. Which of the following teaching credentials do you have?** *(Please check all that apply.)*

| | |
|---|---|
| a. Regular or standard certificate for California | ❑ |
| b. Regular or standard certificate for another state | ❑ |
| c. B-CLAD/ CLAD | ❑ |
| d. Hughes (SB 1969, 395) | ❑ |
| e. Education Specialist Instruction Credential | ❑ |
| f. National Board Certification | ❑ |
| g. Preliminary Credential | ❑ |
| h. Emergency Permit | ❑ |
| i. Administrative | ❑ |
| j. Other *(please specify)*: | ❑ |

**58. What is your gender?**

Female ..... ❑

Male ..... ❑

**59. What is your age?**

Years

**60. Are you comfortable conversing in a language other than English?**

Yes ❑

No ❑ → If No, Go to Question 62 on the next page.

**61. In what other languages are you comfortable conversing?** *(Please check all that apply.)*

| | |
|---|---|
| a. Spanish | ☐ |
| b. Vietnamese | ☐ |
| c. Hmong | ☐ |
| d. Cantonese | ☐ |
| e. Filipino (Pilipino or Tag) | ☐ |
| f. Other *(please specify)*: | ☐ |

**62. To which of the following groups do you belong?** *(Please check all that apply.)*

| | |
|---|---|
| a. American Indian or Alaska Native | ☐ |
| b. Asian | ☐ |
| c. Black or African American | ☐ |
| d. Filipino | ☐ |
| e. Latino/Hispanic | ☐ |
| f. Native Hawaiian or Other Pacific Islander | ☐ |
| g. White | ☐ |
| h. Other *(please specify)*: | ☐ |

**63. In your opinion, what are the three most effective things your school has done to improve student achievement?**

**Strategy #1:** _____

_____

_____

_____

_____

_____

_____

_____

**Strategy #2:** _____

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**Strategy #3:** _____

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# *Similar Students, Different Results: Why Do Some Schools Do Better?*

## *APPENDIX A*

## *Recruiting Schools and Districts for Study Participation*

EdSource took on the task of recruiting schools for the study because of its 28-year history in the state, and strong reputation and relationship with districts. The goal was to recruit a large number of schools within the 25th to 35th percentile band to participate, which would be challenging because of the time required by the school: the research team was asking that the principal plus 80% of the school's K-5 classroom teachers complete a long survey that would take approximately an hour of time.

In October of 2004 EdSource contacted all district superintendents by mail and then by phone both to explain the study and obtain permission to contact the district's elementary schools identified for our sample. While senior staff at EdSource made calls to key districts, they also recruited and hired local school board members who were familiar with EdSource to serve on a phone bank for the study. These informed individuals were effective because they understood the dynamics of the district and school environment and the importance of respecting it as they interacted with staff. School board callers served as our research liaisons and worked in shifts so that someone was available during most working hours if a district called for information.

Once a district had given permission for EdSource to contact the targeted elementary school(s) about the study, EdSource mailed letters directly to the elementary schools, letting them know that their superintendent had approved the contact, explaining the importance and scope of the study, and asking them to participate. The letter was clear about the expectation for an 80% K-5 classroom teacher participation rate, and suggested that the school set aside an hour of staff meeting time in January, when the surveys were to be mailed, for survey administration. We suggested that a teacher or administrative support person at the school be designated as the "study coordinator" to issue and collect the teacher surveys and ensure confidentiality. The principal would receive and return his/her survey separately. EdSource offered incentives for participating: a $25 gift certificate to a bookstore for the study coordinator; and if 80% of a school's classroom teachers and the principal returned completed surveys the school would receive $100 to use for any purpose, and the school would receive a copy of the lay report of the study findings when it was published.

After receiving a letter requesting their school's participation, some principals returned the enclosed fax-back form indicating that their school would join the study. But the majority of principals did not, necessitating one or more phone calls from the research liaisons. In either case, principals agreeing to participate were asked to send the name of a volunteer coordinator and a list of names of their K-5 classroom teachers. This list let the researchers know how many surveys to send and served as a checklist for the school coordinator who would be retrieving the completed surveys.

154 districts and 269 schools were recruited through this process.

## *Survey Administration and Retrieval*

American Institutes for Research (AIR) researchers joined the research team in December of 2004 and helped oversee the survey retrieval process—partnering with EdSource to train the callers and to develop a script for them to use. From January through February, AIR mailed packets of surveys to the volunteer coordinators as each school made a commitment to participate.

To assure teachers that their responses would remain confidential, we included blank envelopes so they could seal their completed surveys inside before returning them to the coordinator. Once coordinators had retrieved the teacher surveys, they would overnight them in one large envelope. The principal was given an envelope as well and encouraged to mail this back separately to avoid concern that the staff

member serving as coordinator might see the responses. Completed surveys were returned to AIR and then logged into the computer. Each schools' surveys were identified with a similar code so AIR could aggregate one site's results. If schools reported losing or misplacing surveys, EdSource or AIR sent additional ones coded with this same identifier.

EdSource's bank of school board phone callers, or research liaisons, were a critical component both in getting schools to participate and in achieving such a teacher survey return rate. They followed up with phone calls to schools to ensure that as many surveys as possible were being returned. If schools needed help, they had access to an 800 number set up by AIR that routed them to the liaisons who fielded questions and gave encouragement and advice on how to get more teachers to return the surveys. Callers tracked information about schools on a computer log sheet so that if one caller's shift ended, the caller serving in the next shift would have all the pertinent and updated information needed. Each caller recorded a detailed narrative of every conversation with the school so the next caller was familiar with that school's situation before calling. AIR also developed tracking sheets in Excel that included an actual roster with teachers' names and the number of teacher responses needed to achieve the 80% goal. AIR set up a networked computer system that enabled each caller to log into an individual remote desktop and access all the files as well as individual email accounts. This enabled callers to access the schools' files quickly and communicate efficiently with other callers. The full team of callers plus AIR and EdSource personnel met once a week to share concerns and brainstorm solutions or alternative approaches to increase school participation and compliance

Of the 154 districts and 269 schools recruited to particpate in the study, 145 districts and 257 schools returned a principal survey and a sufficient number of teacher surveys. The large majority of schools had a minimum of 80% of K-5 classroom teachers returning surveys; many schools returned 100%.

# APPENDIX B

## Research Methodology and Analyses

Researchers from each of the four collaborating organizations have met biweekly since March 2005 to discuss the data analyses, while the technical team has met more frequently to specify details of the analyses. Data file construction was carried out primarily by AIR under the direction of Ed Haertel, the study's senior technical consultant.

Using a weighted analysis assured that results were statistically representative of all public non-charter elementary schools in the 25th to 35th 2003-04 SCI percentile band. School demographic characteristics and test performance data (API and CSTs) were downloaded from databases available at http://api.cde.ca.gov/datafiles.asp and/or http://ayp.cde.ca.gov/datafiles.asp. Because the sampling design included stratification according to whether the district was an EdSource Information Service subscriber, this factored into the construction of the weighting variable.

After data cleaning, teacher survey items were screened to assure that within-school consistency of responses was sufficient to provide useful measurements of school characteristics. Using the teacher-level data file, intra-class correlations for teachers within schools and corresponding reliabilities were calculated for each item, and fifteen teacher survey items (roughly 5 percent of all items on the teacher survey) were dropped from further consideration because their reliabilities fell below a threshold of 0.25. Information from the teacher surveys was then aggregated to the school level and then merged with principal survey responses as well as demographic and achievement data from EdSource and the California Department of Education to create the final school-level analysis file.

The next step in the analysis, using the school-level file, was to combine the reliable teacher and principal survey items to create composite variables (scales) representing school qualities, policies, or practices potentially related to academic success. Within the project, these were referred to as "sub-domains," organized into eight "domains." An in-depth analysis of the sub-domains was performed to ensure the included items were positively correlated with achievement and that the groups of items showed adequate internal-consistency reliability. This was done by first calculating the zero-order and partial correlations of each item on the primary outcome of interest (the API) as well as on the individual English Language Arts and Mathematics California Standards Tests (CSTs). Next, the internal consistency of the set of items in each sub-domain was checked by evaluating Cronbach's alpha and checking the dimensionality of each set using factor analytic techniques.[1]

Sub-domains were constructed so as to be mutually exclusive; no item was included in more than one sub-domain. While some sub-domains included only a single item, some items were not included in any sub-domain and were dropped from further consideration. Typically, items were dropped because review of the item text or review of response patterns indicated that the items had not functioned as intended.[2] A very small number of items were dropped because they appeared completely redundant (i.e., were highly correlated) with other items. As with the design of the teacher and principal surveys, the creation of domains and sub-domains was guided by previous theory and research. With one exception, separate sub-domains were created from teacher survey items versus solely from principal survey items; in only one case were teacher and principal responses combined in a single sub-domain. (This combined sub-domain was based on teacher and principal responses to the identical question, "Our school uses a standards-based report card.")

Initially, the 2004 "Growth" API was the primary focus of analyses. When the 2005 "Growth" API was released, analyses were rerun using the 2005 test data and 2005 demographic control variables. Results were essentially unchanged; the 2005 results are the primary reporting focus.

As mentioned previously, a "Growth" API is a cross-sectional measure based on data from a single year. The term "Growth" indicates that it is calculated in the same manner as the preceding year's "Base" API. Thus, the arithmetic difference between current-year "Growth" and prior-year "Base" APIs represents the change in a school's performance from one year to the next. Only cross-sectional measures, not change

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[1] Indeed, as a result of the factor analysis some of the original sub-domains were split up into smaller ones.

[2] This was done by first evaluating the internal consistency of the set of items in each sub-domain using Cronbach's alpha and then checking the dimensionality of each set using factor analytic techniques.

measures, are used in the analyses for the present study. In addition, an outcome variable based on schools' average API between 2002 and 2004, with greater weight on more recent years, was examined. This "API Composite" gave results similar to, but generally weaker than, those for recent single-year API outcome variables.

Results were also examined for school-level variables created by averaging CST scores in English/Language Arts across all K-5 grades within the school, and similarly for Mathematics. Analyses of these separate outcome measures showed little difference in variables predictive of performance in one subject area or the other.

As mentioned above, the sub-domains were organized into eight categories (domains) representing areas of focus such as the school's instructional program, parental involvement, and use of achievement data. For the primary regression analyses, we first regressed the outcome (e.g., 2005 Growth API) on all sub-domains within a given domain, together with a set of demographic variables chosen to control for residual effects of socioeconomic status and student characteristics that were still present within the narrow SCI band specified in framing the study population. The primary statistic of interest in examining these regressions was the percent of variance accounted for by the sub-domain composite variables (adjusted $R^2$).[3]

For each domain, we next fit a parsimonious regression model that included school demographic characteristics and only a subset of composite measures of teacher and principal responses that collectively accounted for a substantial portion of the variation in API scores that was captured using the entire domain. We then used the estimates from this regression model to predict the API for each school, but assuming each school had demographic characteristics equal to the average of the schools in the sample. The extent to which these predicted API scores vary across schools gives us a measure of the extent to which the composite variables from this domain account for variation in API scores. We report the difference in predicted API scores between schools at the 75$^{th}$ and 25$^{th}$ percentiles of the distribution of predicted scores. This difference can be interpreted as the difference in API scores we would expect to observe between two schools (with identical demographic characteristics), one of which scored at the 75$^{th}$ percentile on the combined level of the composite variables in the domain, and the other of which scored at the 25$^{th}$ percentile. A final analysis employed the same procedures, but included the final subsets of sub-domains from all eight domains in a single model.

All figures giving percent of variance explained are adjusted for the number of predictors in the model. This adjustment facilitates meaningful comparisons among models with different numbers of predictors. However, in cases where the sub-domains <u>not</u> included in the final model contribute very little to the prediction, the adjustment can occasionally result in a higher percent of variance explained by the sub-domains in the final model than in the full set of sub-domains.

[3] This is measured as the difference in explained variance between the full model containing both the sub-domain and demographic variables and the baseline model containing only the demographic control variables.

| Magnitude of API Differences (holds demographics constant at sample mean) | | |
|---|---|---|
| **Domain** | **Standard Deviation of Predicted API Distribution** | **Interquartile Range of Predicted API Distribution** |
| Implementing a Coherent, Standards-Based Instructional Program | 17.6 | 22.0 |
| Ensuring Availability of Instructional Resources | 16.9 | 22.4 |
| Using Assessment Data to Improve Student Achievement and Instruction | 16.7 | 22.1 |
| Prioritizing Student Achievement | 16.3 | 22.6 |
| Encouraging Teacher Collaboration and Professional Development | 11.0 | 14.2 |
| Enforcing High Expectations for Student Behavior | 12.3 | 16.6 |
| Involving and Supporting Parents | 9.9 | 14.4 |

# APPENDIX C

## *Descriptive Statistics of the Schools in Our Sample and Their Student Populations*[4]

### Overall Demographics and Performance of Participating Schools

In 2003, when the study's sample was derived, 547 non-charter elementary schools were in the 25th-35th percentile of the school characteristics index (SCI). Out of the 269 schools identified from this group for the study's sample, 257 agreed to participate in the study and returned the principal's survey and at least some teacher surveys, with the overwhelming majority returning at least 80% of the teacher surveys. These 257 schools are referred to below as "participating" or "sample" schools. The other 290 schools that make up the rest of the 547 non-charter elementary schools in the 25th-35th percentile band of the SCI are referred to below as "non-participating" or "non-sample" schools.

Schools in 145 school districts participated in the study. Fifty-six of these districts had more than one school in the study. According to 2004-05 data, the average school enrollment was 588 students. Of the 257 participating schools:

- 33% were situated in elementary school districts and the remaining 67% in unified school districts.
- 15% of the schools operate on a year-round calendar.
- 98% received Title I funding and 34% participated in Program Improvement—meaning that these Title I schools had not met the federal Adequate Yearly Progress benchmark for at least two consecutive years.

#### Student Demographics

The student population attending the participating schools was diverse and facing particular challenges. The median value of a few variables illustrate the challenges. (The median is found by arranging schools in order of their values on a particular variable and finding the value in the middle of the group. As a result, there is no one school that represents the median on all of these factors.) At the median sample school, 40% did not speak English as their primary language and 78% participated in the free and reduced-price meals program for low-income families. Among all sample schools, the percent of English learners ranged from 1% to 80%, and the percent of students participating in the free and reduced-price meals program ranged from 17% to 100%.

The median percentage of students by ethnicity at the sample schools was as follows: 68% Hispanic, 14% white, 4% African American, and 3% Asian. The median value for the combination of American Indian, Filipino, Pacific Islander, and multiethnic students, along with those who did not indicate an ethnicity, was 4%. In most but not all schools the majority population was Hispanic. The highest percentage of students of a given ethnicity found in any one school was: 99% Hispanic, 94% African American, 54% white, 42% Asian, 38% American Indian, 31% Filipino, and 10% Pacific Islander. Conversely, the lowest percentage for most ethnic groups was 0%, but all schools had at least 1% Hispanic students.

In the median sample school, 32% of students had parents who were not high school graduates. The median values for other parental education levels were 33% high school graduate, 21% some college, and 11% completed college or graduate school.

[4] Data used in this section is from 2004-05 unless otherwise noted.

### School Performance

The 2005 Growth API for the average school participating in the study was 702. The lowest-performing school scored 569, and the highest performing school scored 821.

The state also assigns a rank from one to 10 to each school in the state at the start of each API cycle, with a 10 identifying the 10% of schools that are the highest performing. For the 2004 Base API, none of the schools in the study was ranked a 10. Only 4% ranked at seven or higher, meaning within the top 40% of elementary schools. Conversely, 7% were ranked at one, the bottom decile. The remaining 89% of schools ranked from two to six, with the majority a three or four.

## Comparing sample schools to non-participants and to all California elementary schools

### School Characteristics

Participating, non-participating, and all elementary schools had a similar percentage of schools in unified and elementary districts.

The average enrollment in our sample schools was slightly smaller (588 students) than that of non-participating schools (630) and slightly larger than the average California elementary school (567). Class sizes, however, were similar for all three categories. While only 15% of the sample schools operated year-round, more than twice as large a proportion of the non-participating schools (31%) did. This is compared to 20% of all California elementary schools.

Regarding geographic representation, the participating schools were fairly representative of elementary schools statewide, but not as representative of schools in the 25th-35th percentile of the SCI. The percentages of schools from each of three regions—northern, southern, and central California—were about the same among schools participating in the study and those statewide. However, considering just the SCI band, schools in northern and central California were somewhat over-represented among participants, and those in southern California were somewhat under-represented. The table below gives the exact percentages.

**Percent of Schools by Region**

| Region | Sample Schools | Non-Sample Schools | All California Elementary Schools |
|---|---|---|---|
| **Northern** (Santa Cruz, Santa Clara, Merced, Madera, Mono, and all other counties northward) | 34% | 29% | 38% |
| **Central** (areas between designated northern and southern areas) | 13% | 6% | 8% |
| **Southern California** (San Luis Obispo, Kern, San Bernardino, and all other counties southward) | 53% | 65% | 54% |

### Student Demographics

Sample schools and non-participating schools had similar ethnic compositions as well as similar percentages of English learners and students from low-income families.

As the table below shows, the median percentages of student ethnicities among sample and non-sample schools paralleled each other quite closely. One small exception can be found in the percentage of white students, with the median sample school having 14% as opposed to 10% in the median non-sample school. On the other hand, the sample schools looked somewhat different than elementary schools

statewide. In particular, the median sample school had a considerably smaller percentage of white students and larger percentage of Hispanic students than the median school statewide.

**Ethnic Composition of Participating, Non-participating, and all Elementary Schools**

| Ethnicity | Median Values for: | | |
|---|---|---|---|
| | **Sample Schools** | **Non-Sample Schools** | **All California Elementary Schools** |
| African American | 4% | 5% | 3% |
| American Indian | 0.4% | 0.4% | 0.4% |
| Asian | 3% | 2% | 3% |
| Filipino | 1% | 1% | 1% |
| Hispanic | 68% | 68% | 41% |
| Pacific Islander | 0.3% | 0.4% | 0.3% |
| White | 14% | 10% | 28% |

In terms of English learners and students from low-income families, sample schools were very similar to non-participating schools but quite different from the statewide set of elementary schools. The English learner population was 40% in the median participating school, 41% in the median non-participating school in the band, but only 24% in the median school statewide. Similarly, for the free and reduced-price meals program, the median participating and non-participating schools both had 78% of students in the program, whereas only 58% of students from all California elementary schools were in it.

Regarding parental education levels, the study's schools and non-participating schools had a very similar proportion of students with parents who did not have a college degree. In the sampled schools, the median was 89% while in the non-participating schools, the median was 88%. Statewide, the median was 78%.

## School Performance

Participating schools had slightly higher 2005 Growth API scores on average than non-participating schools in the band, as indicated in the table below. As one would expect, the API scores among all California elementary schools had a higher maximum, higher average, and lower minimum than the scores of the participating and non-participating schools.

**2005 Growth API Summary**

| | **Sample Schools** | **Non-Sample Schools** | **All California Elementary Schools** |
|---|---|---|---|
| **Maximum** | 821 | 848 | 999 |
| **Average** | 702 | 696 | 753 |
| **Minimum** | 569 | 593 | 317 |

### Subscription to EdSource Materials

EdSource produces publications on California education policy, and the largest subscriber group to these publications is school district offices. Among the 547 schools in the 25th-35th percentile of the SCI, 235 come from districts that subscribe to EdSource materials and 312 do not. Fifty-four percent of the "subscriber" schools, and 41% of the "non-subscriber" schools participated in the study. Capitalizing on the established relationship between EdSource and the subscriber schools, we deliberately over-sampled subscribers to maximize the participation rate. However, we adjusted for the fact that we had a higher percentage of subscribers in our sample through the use of sampling weights.

## Within our Sample, Comparing the Highest- and Lowest-performing Schools to the Sample's Mean/Median on a Variety of Variables

Another way to look at the demographics is by high- and low-performing schools. For this purpose, high-performing schools are those that scored one standard deviation or more above the mean for our sample on the 2005 Growth API. Low-performing schools scored one standard deviation or more below the mean. The following data represent the 38 high-performing and 41 low-performing schools identified in this way.

At the high-performing schools, slightly fewer parents lacked a high school diploma and slightly more had a college degree, as the table below indicates.

**Parental Education at the Median School (2003-04)**

| Parental Education Level | In High-performing Schools | In Low-performing Schools |
|---|---|---|
| Not High School Graduate | 29% | 34% |
| High School Graduate | 36% | 34% |
| Some College | 25% | 19% |
| College Graduate | 9% | 6% |
| Graduate School | 3% | 3% |

*Data: California Department of Education – CBEDS and API Files*

**Student Demographics in 2004-05 in the Sample, High-performing Schools, and Low-performing Schools**

| Variable | Median value for: | | |
|---|---|---|---|
| | All Schools in Sample | High-performing Schools | Low-performing Schools |
| % African American | 4% | 6% | 4% |
| % Asian | 3% | 3% | 2% |
| % Hispanic | 68% | 58% | 70% |
| % White | 14% | 15% | 15% |
| % English Learner | 40% | 33% | 49% |
| % Free/Reduced-Price Meals | 78% | 71% | 82% |
| % Parent Not High School Graduate* | 32% | 29% | 34% |

**Data for 2003-04*

**2004 Base API Scores for the Following Subgroups in all Schools in the Sample, High-performing Schools, and Low-performing Schools.**

| Subgroup | Median 2004 Base API score for: | | |
|---|---|---|---|
| | All schools in Sample | High-performing Schools | Low-performing Schools |
| African American | 655 | 722 | 608 |
| Asian | 710 | 866 | 655 |
| Hispanic | 665 | 720 | 603 |
| White | 734 | 790 | 697 |
| Socioeconomically disadvantaged | 665 | 721 | 613 |

## Summary

While the schools analyzed for this study may have differed from one another in terms of specific poverty levels and other factors, they all shared a relatively high level of challenge compared to other elementary schools in the state. In addition, the sample schools were generally representative of the set of schools of interest—those in the 25th-35th percentile of the school characteristics index. While somewhat different in some ways such as geographic representation, the sample schools and non-participating schools from the SCI band were very similar in key factors such as ethnic composition, the percentage of English learners and low-income students, and parental education.

Appendices A-C from: Williams, T., Kirst, M., Haertel, E., et al. (2005). *Similar Students, Different Results: Why Do Some Schools Do Better? A large-scale survey of California elementary schools serving low-income students*. Mountain View, CA: EdSource.

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## *Similar Students, Different Results: Why Do Some Schools Do Better?*

**A large-scale survey of California elementary schools serving low-income students**
**2005**

**Williams, T., Kirst, M., Haertel, E., et al. Mountain View, CA: EdSource. Full report available at www.edsource.org.**

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