CAPP High School Exit Exam: Sacramento High School Site Report

Sheila Shea, Research Associate
Jordan Horowitz, Project Director

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CAPP HIGH SCHOOL EXIT EXAM PROJECT: SACRAMENTO HIGH SCHOOL SITE REPORT

Introduction and Context

The CAPP California High School Exit Examination Project (CAHSEE) involves Sacramento High School and two feeder middle schools, Kit Carson Middle and California Middle School. All three schools are located in the Sacramento City Unified School District. The schools work with School/University Partnerships (S/UP) at the University of California, Davis. Professional development for English language arts teachers is provided through UC Davis’s Area 3 Writing Project and a UC Davis writing coach. Professional development for math teachers is provided through the UC Davis Mathematics Project. Sacramento High School has worked with Area 3 staff since 1998 and has built a solid relationship with coaches.

The project serves to build on existing CAPP-supported projects that provide intensive on-site professional development in English language arts and math. The workshops focus on articulation of curricula from 6th to 12th grade, coaching and lesson planning that address the California and CAHSEE standards, reading and writing across the content areas. In addition, teachers receive training on Discover Math, a data-driven mathematics approach for students who average a third-grade level in mathematics. This CAPP grant will enhance programming of a recently formed GEAR-UP partnership, the goal of which is to support students for successful admission into a four-year college institution.

During the 2001-02 academic year, 2025 students were enrolled at Sacramento High School, 641 students at Kit Carson Middle, and 936 students at California Middle School. Of the two feeder middle schools, the majority of students who attend Sacramento High are from Kit Carson Middle. Approximately a quarter of the student population at each of the three schools are designated as English Language Learners.

Four hundred and seven 10th grade students were tested on the CAHSEE during the 2001-2002 year. Sixty-eight percent students passed the English language arts section of the exam and 37 percent passed the mathematics section.1

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1 Results from the 2002 CAHSEE are reported on the California Department of Education website: www.cde.ca.gov/statetests/cahsee/cahsee.html
Proposed Project Activities and Progress to Date

The following table lists the proposed project activities, target population, and progress to date. Some of the information has been extracted from the Annual Progress Report Workbook for 2001-02 and some information was gathered during the WestEd site visit.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Population</th>
<th>Progress to Date</th>
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<tbody>
<tr>
<td><strong>Goal 1</strong></td>
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<tr>
<td>Provide Discover Math training to math teachers</td>
<td>Math teachers at Kit Carson, California Middle and Sacramento High</td>
<td>The Sacramento City Unified School District trained teachers in Discover Math and funded the program, leaving this activity no longer in need of CAPP funding. The project plans to implement other interventions to increase the number of students passing Algebra I next year.</td>
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<tr>
<td>Provide Math Diagnostics Testing Program (MDTP) training to math teachers</td>
<td>Math teachers at Kit Carson, California Middle and Sacramento High</td>
<td>Teachers receive on-going training on MDTP.</td>
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<tr>
<td>Administer MDTP Algebra Readiness exam semi-annually to all students in grades six, seven, and eight as a pre-and post-test for Discover Math students</td>
<td>Kit Carson and California Middle School teachers</td>
<td>Many teachers currently use the assessment as part of the program to prepare students for Algebra even though schools are sometimes resistant to administering yet another test. However, MDTP is used as a pre- and post-test for the Summer Bridge Algebra Academy.</td>
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<tr>
<td>Provide professional development to teachers in assessment of student strengths and weaknesses based on test score patterns, to inform the teaching model</td>
<td>Math teachers at Kit Carson, California Middle and Sacramento High</td>
<td>Forty-one staff including teachers, principals and the Project Director attended a three-part workshop at Sacramento High School, led by the director of the UC Davis Mathematics Project. Topics discussed included: challenges in teaching specific strands and student difficulties in algebraic and pre-algebraic principles. Teachers from the feeder elementary schools were also invited but only five attended the first workshop. Middle school teachers attended the first two workshops while high school teachers attended all three.</td>
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<tr>
<td>Aid teachers in aligning lesson plans in seventh and eighth grades with CAHSEE format and new California standards-based texts</td>
<td>Kit Carson and California Middle School teachers</td>
<td>The writing coach working with middle schools has already begun this work, using the CAHSEE standards to design backward mapping of curricula.</td>
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<tr>
<td>Mathematics coaching for middle school teachers.</td>
<td>Kit Carson and California Middle School math teachers</td>
<td>The S/UP-UCDMP mathematics coordinator met with teachers five times during the school year to provide coaching and feedback on lesson delivery. Initially, there was some resistance on the part of some teachers to the math coach coming into the classroom. The math coach was non-threatening and asked simply to observe the class, and then waited for teachers to ask for feedback.</td>
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<tr>
<td>Seven week summer bridge course for California Middle and Kit Carson eighth graders who will enter Sacramento High School in the Fall.</td>
<td>Kit Carson and California Middle School</td>
<td>135 students were invited to participate in the program and 50 students enrolled. Twenty-four students attended.</td>
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<tr>
<td>Provide all middle and high school teachers access to summer professional development workshops.</td>
<td>English teachers at Kit Carson, California Middle and Sacramento High</td>
<td>Last summer one teacher from California Middle and three teachers from Sacramento High attended two Area 3 Writing Project programs. Sacramento High teachers spoke highly of workshops offered by the Area 3 Writing Project. However, timing of workshops may not be optimal for teachers who teach summer school or have other obligations.</td>
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<tr>
<td>Provide to all participating teachers ongoing classroom coaching and demonstration lessons in group and individual work sessions.</td>
<td>English teachers at Kit Carson, California Middle and Sacramento High</td>
<td>All three schools received site-based coaching from math, history and science coordinators and from the contract consultant with the Area 3 Writing Project. A total of 240 hours were devoted to English/Language Arts and 34 were devoted to Math support. The math component experienced some difficulty this year with the absence of a designated math coach.</td>
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<tr>
<td>Extend curriculum alignment in English/Language Arts to the sixth grade.</td>
<td>Kit Carson Middle and California Middle</td>
<td>Curriculum alignment extends to seventh grade. Because the project did not have a consultant to work with the two middle school sites until late fall, this activity was not completed. However, the project seeks to address this in the next year, but first they must examine assessments before aligning curriculum (see following activity).</td>
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<tr>
<td>Establish high school performance standards to measure student progress in standards-based culminating tasks</td>
<td>Sacramento High School</td>
<td>The writing consultant/coach met with the Sacramento High School curriculum team 14 times for a total of 48 hours of direct service. Performance standards have been established for grades 9 and 10.</td>
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<tr>
<td>Establish culminating tasks and performance standards for grades six to eight.</td>
<td>Kit Carson Middle and California Middle</td>
<td>Work on culminating tasks and performance standards will begin in Year 2. The first step in this process is developing the writing assessment norming packet, administering the assessment and scoring the assessment. These were completed at both schools.</td>
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<tr>
<td>Develop and provide after school practice exam sessions for all interested 8th, 9th, and 10th grade students</td>
<td>Kit Carson Middle, California Middle, and Sacramento High</td>
<td>Due to the many activities outlined in this first year, this task was not completed. Project staff are considering an alternative strategy for practice sessions based on the CAHSEE.</td>
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<tr>
<td>Refer students who show exam weaknesses that predict failure to appropriate academic tutors through GEARR-UP-funded program</td>
<td>Sacramento High School</td>
<td>Due to the many activities outlined in this first year, this task was not completed. Project staff are considering an alternative strategy to help students who are having difficulty with the exit exam.</td>
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<tr>
<td>Provide writing assessment training to all teachers in grades six through ten. Test to be administered in the beginning and at the end of each school year.</td>
<td>English teachers at Kit Carson, California Middle and Sacramento High</td>
<td>Fall and spring assessments were administered and scored at Kit Carson Middle School. For each assessment teachers recorded the score for each student for each of the three traits of writing. At California Middle School, teachers administered their first school-wide writing assessment in the spring and scored essays. California Middle will provide the scores for their students for the three traits. Sacramento High School administered a fall assessment and used the spring assessment as a final for the course. Essays were scored by teachers in the summer.</td>
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<tr>
<td>Align high school assessment with culminating tasks and performance standards.</td>
<td>Sacramento High School</td>
<td>The writing assessment at Sacramento High School is directly aligned with the California state standards and the district-required culminating tasks for 9th and 10th grades. The Middle School writing assessment is aligned with the California state standards and serves as a lead into the high school. Both Sacramento High and Kit Carson have created blueprints that reveal areas of strength as well as needed improvement. California Middle School is beginning this work and will follow Kit Carson’s process.</td>
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<tr>
<td>Create writing folder for each student to chronicle successful completion of culminating tasks.</td>
<td>Kit Carson Middle, California Middle and Sacramento High School</td>
<td>Sacramento High School has 9th and 10th grade folders/portfolios. The 10th grade folders contain assessments completed last year and this year. This is a significant accomplishment giving the fluctuation in department staffing this year. Kit Carson teachers see the writing portfolio as overwhelming and don’t know how to use it in their day to day planning. There has been discussion of placing writing middle school assessments into cumulative files that go to the high school.</td>
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<tr>
<td>Provide test scores to GEAR UP counselor for referral as appropriate to GEAR UP tutors.</td>
<td>Sacramento High School</td>
<td>GEAR UP counselors and ON Track coordinators, who are UC Davis staff, reviewed student information, including assessment scores.</td>
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**Goal 2**

<table>
<thead>
<tr>
<th>Provide remedial summer Discover Math program to all students who fail the CAHSEE.</th>
<th>Sacramento High School</th>
<th>All activities under Goal 2 will take place beginning Summer 2002.</th>
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<tbody>
<tr>
<td>Provide counseling to students and parents regarding changes needed to achieve passing score on CAHSEE.</td>
<td>Sacramento High School</td>
<td>All activities under Goal 2 will take place beginning Summer 2002.</td>
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<tr>
<td>Provide academic tutoring to supplement coursework.</td>
<td>Sacramento High School</td>
<td>All activities under Goal 2 will take place beginning Summer 2002.</td>
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<tr>
<td>Provide individual feedback through GEAR UP counselor in specific weaknesses identified on Algebra Readiness exam</td>
<td>Sacramento High School</td>
<td>All activities under Goal 2 will take place beginning Summer 2002.</td>
</tr>
<tr>
<td>Study patterns in student scoring to assess and alter classroom content and activities to increase skill level in weak areas.</td>
<td>Sacramento High School</td>
<td>All activities under Goal 2 will take place beginning Summer 2002.</td>
</tr>
<tr>
<td>Review writing folder for each student</td>
<td>Sacramento High School</td>
<td>All activities under Goal 2 will take place beginning Summer 2002.</td>
</tr>
<tr>
<td>Provide academic counseling and tutoring referrals to address tasks not yet mastered.</td>
<td>Sacramento High School</td>
<td>All activities under Goal 2 will take place beginning Summer 2002.</td>
</tr>
<tr>
<td>Provide ongoing GEAR UP counseling involving parent participation. Minimum of two home appointments per student per semester.</td>
<td>Sacramento High School</td>
<td>All activities under Goal 2 will take place beginning Summer 2002.</td>
</tr>
</tbody>
</table>

**Goal 3**

| All RFC/GEAR UP students are participating in ACT/EXPLORE (instead of SAT prep which was originally outlined in the contract). This program replaces, SAT prep, which is inappropriate for 8th graders. ACT/EXPLORE is aligned with 8th grade standards and begins a continuum of preparation for taking the ACT exam in 11th grade. | Kit Carson Middle and California Middle | All 8th grade students took the EXPLORE academic and career assessment in May of this year. In Year 2, the 8th grade cohort will take EXPLORE in the fall, so that Early Academic Outreach Program (EAOP) staff can work during the year with teachers on the data received from ACT. |
### Internal Perspectives

WestEd conducted a two-day site visit to Sacramento High School, Kit Carson Middle and California Middle School May 22-23, 2002. The WestEd evaluator was accompanied by a CAPP advisory member on the first day of the site visit and the CAPP liaison and a WestEd technical assistance provider on the second day. During the site visit, the CAPP CAHSEE project director and the project coordinator were interviewed, both of whom are staff members of the S/UP program at UC Davis. In addition, the principal and vice-principal of Sacramento High, the principals of Kit Carson and California Middle, several 10th grade students, as well as members from the mathematics and English faculty were interviewed.
Project Director and Project Coordinator

The project director of the CAPP CAHSEE project is based at the UC Davis School/University Partnership office. The purpose of the grant is to increase student achievement on the CAHSEE and prepare students for successful admission to a four-year college through teacher professional development in English language arts and mathematics. The grant emphasizes the needs of teachers as perceived by school administrators. During the grant writing process, the project director received input from the participating principals, a vice-principal Sacramento High, and the project coordinator.

The project director believes that her main responsibility is to ensure that the activities implemented respond to the identified needs of students, teachers, staff, and participating schools as related to the CAHSEE. At this point in the project, she regularly meets with the vice-principal of Sacramento High School (who oversees the math department and counseling department) and the English language arts leads at the participating schools in order to ensure that the goals of the CAPP CAHSEE project are being met. The project director also works closely with the project coordinator who serves as a liaison between the three school sites and the university. Interviews with both the project director and the project coordinator were conducted and the following areas were addressed: accomplishments in both the mathematics and English departments; work being done with writing coaches; middle school articulation; Summer Academy and Family Nights; and the impact of project activities during this first year of the grant.

Mathematics Department

During this first year of implementation, there have been challenges accomplishing the math activities outlined in the grant; specifically, the hiring of a math coach was delayed, making it difficult to complete some of the math-related tasks. Project staff and school administrators are working to address this by conducting a meeting with the math departments from the three schools. The project director noted that the vice-principal from Sacramento High School has been instrumental in communicating with the two middle schools because of her former position as vice-principal at Kit Carson Middle.

Originally, when the grant agreement was written, principals wanted the math coach to be a seasoned teacher whose time was "bought out" to work with other math teachers in the participating schools. However, as contracts were being drawn, schools wanted strong experienced teachers to stay at their schools. The project director informed schools that if the CAPP office funded the coaching positions, coaches would have to work across schools. As a
result, an agreement could not be reached, the decision about the coaching position was delayed, and a coach was not hired for the 2001-02 academic year. However, the director of the UC Davis Mathematics Project provided several workshops for mathematics teachers throughout the year.

Recently, a UC Davis Mathematics Project Fellow was appointed as the coach for the CAHSEE project. The Annual Report states that she has worked with the Kit Carson math department during the past nine months on a non-CAPP funded special curriculum mapping project. The project director feels that the new coach is skilled in instructional support and will be instrumental in working with the corps of new teachers. In addition, her work with Kit Carson will carry over to the coming year and extend to California Middle and Sacramento High.

One of the main goals of the project was to train teachers to use the Discover Math program, which is designed to prepare middle school students for Algebra I in one year. However, it became the basis for a remedial mathematics focus at the high school. Approximately 50 percent of the students were placed in the two-year Algebra course that begins with Discover Math. Between the time the proposal was submitted and the time the grant was executed, Sacramento City Unified District funded and trained teachers in Discover Math, and implemented the program at all three partnership schools, making some of the CAPP professional development activities unnecessary. Teachers did not want to put additional resources into training for Discover Math because each school has one or more Discover Math certified teachers. Discover Math relies upon trained math tutors in the classroom, but schools were not set up for tutors.

The project director explained that Discover Math ideally is designed for middle school students but Sacramento High School currently uses the program to help bring their Algebra students up to speed. Eventually the high school would like to phase out Discover Math by implementing a new summer academy (discussed in the following section) to help students succeed in Algebra. Results from the 2001 CAHSEE, strands teachers perceive that are difficult to teach, and areas of student weakness were used to prepare for the three math workshops held this past year. For the 2002-03 academic year the project director stated that they would like to use GEAR UP funds to help math teachers learn how to teach students to better comprehend math questions on the CAHSEE.

**English Department**

The same kind of challenges identified in the math department did not appear in the English department, largely because of an already existing CAPP grant that provided professional development opportunities to Kit Carson and Sacramento High through the Area 3 Writing Project and the writing coach. Sacramento High, in conjunction with S/UP already began to set
performance standards for students prior to the CAPP CAHSEE grant. They already created a set of culminating tasks that need to be mastered at each grade level, with performance standards set for each task. The current CAPP grant takes what has been accomplished at the high school and extends it to the middle schools. Now that the previous coach from Area 3 will no longer be with the project, a new coach will be appointed. In addition, Kathy Dixon, the director of the Area 3 Writing Project is currently rewriting the professional development plan for the three schools, which places more of an emphasis on coaching.

At the San Diego CAPP workshops, participants examined rubrics for the writing portion of the CAHSEE. The Annual Report states that the performance standards in the high school assessment are scored more rigorously than the CAHSEE, with performance standards set at least one grade level above the CAHSEE rubric. The high standards set by the high school suggests that students who can master the standards will be well prepared for the CAHSEE.

Writing Coaches

Two coaches have worked with teachers at the partnership schools this year. One coach is the co-director of the Area 3 Writing Project at UC Davis and the other is a full time resource teacher from the Grant School District. The project director noted that Kit Carson Middle has accomplished more than California Middle because the writing coach has worked with Kit Carson teachers through a previous CAPP grant. Last year at Kit Carson Middle and California Middle, coaches helped teachers develop a middle school rubric-based writing assessment for seventh and eighth grade that prepares students for high school writing. During the 2001-02 academic year, two assessments were conducted at Kit Carson and one at California Middle School. The plan for next year is to conduct two assessments at each school.

Some English language arts teachers at Kit Carson also received individual coaching. The purpose of the coaching was to observe teachers in their classrooms and provide feedback. It was not intended to be evaluative. However, initially teachers did not know how to react to coaches in their classrooms. They have come to enjoy working with the coaches. According to the project director, they see the coaches as a non-threatening presence in the classroom and they value their expertise in working with under-performing districts.

The project director noted that coaches have developed good relationships with teachers at Kit Carson due to the work on previous grants. At California Middle, teachers were slightly more wary and initially resistant to “someone telling them how to teach.” The principal of California Middle worked with the Area 3 writing coach in the past and purposefully involved the coach at the school’s two-day professional retreat, which helped build relationships. Rather than target English teachers, the principal requested that the coach work with all teachers in the school on a
writing exercise, which the project director stated “really broke the ice.” The project director believes that the leadership skills of principals are critical to building cohesion between partners and schools. The project director concluded that the coaches’ work with teachers has been productive and that principals are very supportive of the coaches.

**Middle School Articulation**

The project director and project liaison both noted that articulation with middle schools has been a challenge this first year, largely because of the difficulty of coordinating time to meet among the three schools. Although teachers see a need for collaboration, they rarely have time and they do not like to be taken away from the classroom. However, the project accomplished a number of objectives this year. The Area 3 coach has been instrumental in bringing teachers from one school to the others to discuss issues around curriculum and instruction. Articulation meetings as outlined in the proposal, will begin, ideally before the start of the fall semester. The math department has had several meetings already.

According to the project director, the biggest change is involvement among middle schools. Before the project began, middle school teachers did not feel their work was related to the CAHSEE. Several factors were critical in changing these attitudes including the principals’ involvement, the positive work being done by the UC Davis Mathematics project director, and the writing coaches. She also believes that the first CAPP CAHSEE conference, held in January 2002, was instrumental in giving middle school teachers exposure to the project. It allowed middle school teachers to focus on project goals and activities at the conference without the distractions that take place at school. Furthermore, teachers and staff were able to meet as a team and get to know staff from other schools. As a result, teachers and principals felt much more connected and involved this year.

**Other Support: Summer Academy and Family Nights**

Three math workshops were developed in support of the CAHSEE, which led to the 2002 Summer Academy. During one workshop, teachers were presented with the most difficult CAHSEE strands and teachers had discussions around how to best address these strands. During summer 2002, three algebra teachers from Sacramento High will be team teaching and students will move among them, so that all students spend time with each teacher. Next year, they hope to create a team consisting of one math teacher from each of partnership schools so that all schools are represented in the academy. The project director noted that “logistically it was difficult to do that this year.”
The Summer Academy is a seven-week workshop, four days a week for incoming freshmen. Students are assessed pre and post, using the Math Diagnostics Testing Project (MDTP). Based on the pre-test, students review specific strands, individualizing their instruction. The purpose is not remediation, the project director explained, but to “help students with skills in understanding the language used in math problems, as they transfer to high school.” The academy was not outlined in the proposal but was planned and implemented this summer in order to increase the number of incoming 9th graders who would be eligible for Algebra I. Approximately 37 students signed up for the Academy and 24 students attended. Project staff hoped to reach 50 students. Of the students who enrolled, all with the exception of one was placed in Algebra I in the fall of 2002. The development of the course involved lead math teachers from Sacramento High and the vice-principal who oversees the math department. Next year, they hope to work to build a summer academy with an articulated middle school program.

Another project goal is to conduct Family Math Nights for middle school parents. The purpose is to help reach the objective of increasing the number of students passing Algebra I by demystifying Algebra, especially for families without a college background. Family Nights will also provide information on how students can accelerate on the college preparatory math track, and how this track relates to academic progress. For example, using data from high schools, S/UP found a positive correlation between the early completion of Algebra I and enrollment in advanced science courses.

*Increase in collaboration and use of lessons connected to the CAHSEE*

The project director noted that one of the biggest changes this year has been the increased collaboration at the high school among math and English teachers. She is less sure of the extent of change in collaboration at the middle schools. However, one middle school teacher who was resistant to collaboration now volunteers her classroom for meetings. The project director feels that the key is that the S/UP does not come across as “having all the answers” but rather “supporting teachers to fit instruction around the exit exam into their filled agenda.”

She also noted that teachers are now connecting lessons to concepts on the exam and pointing out to students "you will see this on the High School Exit Exam.” However, she also said that because the writing coach has worked with the English teachers for several years, it is difficult to assess the direct impact of her work within the CAHSEE grant.
**School Administrators**

The principal and vice-principal of Sacramento High and principals of Kit Carson and California Middle School were interviewed during the site visit. Administrators believe that the ultimate goal of the project is to prepare students for post-secondary education.

The principal of Kit Carson Middle School discussed the impact of the work conducted under the CAPP grant. She feels that the work done this year has “helped us put into action what we said we’d do but weren’t able to do, which is be a data driven school.” As a result of the CAPP grant, she believes that teachers are spending more time planning collectively and are more reflective about their teaching. The language arts department, working with coaches, developed rubrics, implemented common writing assessments, normed the assessment and then scored the assessments.

A math coach who was not originally funded through CAPP CAHSEE but through S/UP, worked with Kit Carson’s math department this past year. She recently was appointed to work with the three partnership schools during the 2002-03 academic year funded by the CAPP grant. Although the math coach was not funded through the CAPP project, she provided the department with focus through collaborative work on standards alignment. The principal at Kit Carson believes that the work accomplished this year will help pave the way for the goals of the CAHSEE grant during the 2002-03 academic year.

The principal of California Middle School was also interviewed. He talked extensively about the collaboration with Sacramento High School, which he sees as a wonderful partnership. As a result of meeting with teachers from Sacramento High three times this year, “We now know where we need to be at the end of eighth grade.” He noted that there has been less collaboration among the English language arts department, compared to math, and he would like to see much more collaboration. He attributes this to the recently adopted language arts curriculum. He noted that the biggest challenge lies in coordinating the time to meet with the high school, given that the middle schools end earlier in the day than the high schools. The California Middle School principal stated that the partnership with UC Davis has been highly visible and that teachers value the model of teacher teaching teachers. He concluded that this year, teachers are more willing to meet, even after school and teachers have made strides towards adopting a team approach to school improvement.

Both the vice-principal and the principal of Sacramento High School report the most change in the math department. They relate to this to implementation of the new Discover Math program. The English department has had a working relationship with UC Davis for several years and therefore, relating change to the CAPP project this year is difficult to assess. One challenge identified by the administration is the lack of clearly defined roles for the middle
schools and the high school in the CAPP project. The middle schools teachers in particular do not have a clear picture of how the pieces of the activities in the grant fit together. Administrators suggested that meetings with teachers need to be conducted on a more regular basis and that UC Davis present a plan at the beginning of each year to provide schools with the “big picture.” This would help middle school teachers, as well as Sacramento high school faculty outside the math and English departments who do not understand their role in the CAPP project.

Students

Six 10th grade students were interviewed. Students were aware that they need to pass the exam to graduate and that the test would be required of students beginning with the class of 2004. Approximately 50 percent of the students could identify sections of the CAHSEE they passed, while the remaining students knew of their results in one section but not the other. Students know that the test is very important but were mixed about their level of preparedness. Some students do not feel that all teachers are “showing” them sample test items. Others said that some of their teachers spent time on test preparation. One student mentioned her English teacher giving essay questions for extra credit and another student said his math teacher provided preparation through sample test items. Interestingly, a few students were confused with SAT9 and CAHSEE preparation. For example, several students talked about receiving test packets from teachers. Upon further questioning it was found these were preparation packets for SAT9.

A few students perceived the school to be making more efforts at preparing students for SAT9 and were upset that teachers spend less time on the CAHSEE, which has direct consequences for their graduation status. They believed this is because the school receives funding for increases in SAT9 scores but no school incentives are given for increasing CAHSEE scores. Several students were quite concerned and expressed the need for more instruction related to CAHSEE preparation.

Students were also asked about weekend preparatory class offered by the school. One student reported attending the class and said he learned about test taking strategies and was given sample questions that might be on the test. Only one student had heard about the 2002 summer school class.

Plans after school

Students discussed the kinds of college and career goals they set for themselves. Career goals included architecture, business, interior design, animation, and computer engineering. Students did not have a sense of where they wanted to attend college. One student mentioned
Sacramento State and another UC Davis. Sacramento High students receive information about college from several sources. Two students participated in the AVID program, and noted they receive ample information about college. Other resources include teachers, a college success, and the college center on campus. Despite available resources, students noted they need other kinds of assistance such as time management and scholarships information. Five students said they will need help funding their college education.

**Math Department**

Six teachers from the Sacramento High School math department were interviewed. The vice-principal, who oversees the math department also attended the interview. Several major topics were discussed with teachers including the impact of the exam on instruction, planning and assessment; Discover Math; support from the UC Davis partnership; and teaching challenges and needs.

*Impact of the CAHSEE*

This year math teachers reported reviewing released items from the math section of the CAHSEE with students. However, teachers did not receive the released items until January. As a result teachers had to prepare for and review topics not covered in the math curriculum, such as statistics, in a short amount of time. Teachers would have liked to receive the released test items in September so they can integrate test material into the curriculum over the year rather than over several months. However, they also recognized the constraints schools have in requesting this data from the school district.

Math teachers received professional development opportunities related to the CAHSEE this year. The director of the UC Davis Mathematics Project facilitated several workshops during the course of the year on the CAHSEE. They reviewed released test items, student test taking strategies, and common student errors. Teachers also attended a one-day in-service provided by the district to review the blueprint and released test items.

Sacramento High School offered students two Saturday classes and a summer workshop to prepare for the exam. Teachers believe the summer workshop is a great opportunity for students to receive extra preparation for the CAHSEE, but they noted that the timing of the announcement of the workshop could be improved. The announcement was made in late May when teachers were already appointed for other summer school classes. Although only two teachers for were needed for the summer academy this year, the administration should provide teachers with early notice about staffing needs for the academy.
The math faculty at Sacramento High said their students should be able to pass the CAHSEE, given that about 70 percent of the standards are covered in the seventh grade. Teachers reported that students seem to think the math section is easy, despite the 37 percent passing rate in 2002. As in other CAPP CAHSEE schools, teachers speculate that the statistics section is the most difficult for students because statistics standards have only recently been added to the seventh grade curriculum. Some teachers believe that Algebra I students have difficulty passing the test because they have not yet mastered many of the tested algebra skills.

The Sacramento High math department is a tightly-knit group of about fourteen teachers, despite problems in staff turnover in recent years. They have not created common assessments. However, teachers noted that tests in the different math subjects are likely to be similar because teachers often meet informally to discuss test questions. Sacramento High may want to consider the possibility of creating common assessments and looking at student work as a department, given the success other CAPP CAHSEE Schools have had.

Discover Math

Teachers also discussed Discover Math, a program used for eight weeks in the beginning of the two year Algebra course to help low level students with basic skills. Teachers and students expressed some frustration with the program. For example, one student said, "This is what I did in second grade." Math teachers remarked that the program only serves a small proportion of their students, about five students in each class.

Some staff commented on the disparity of teachers' preparation for the program. One teacher stated, "One of the other high schools that use this [Discover Math], their teachers met for three weeks and developed all the assignments that go with it and they actually had all that time planned out. We don't have that luxury." Another teacher noted that while he received extensive training because he taught Discover Math in summer school, his colleagues only received two days of training. The plan for next year is to trim down the program significantly and implement a new intervention that will help reach their objective of increasing the number of students passing Algebra I by 20 percent.

Challenges and Needs

A major challenge at Sacramento has been the turnover and the shortage of teachers in the math department. Four math teachers did not start until three weeks into the year and several started later in the school year. The vice-principal, who was present during the interview, explained that over scheduling of Discover Math as well as the delay of released funds from the
district attributed to staffing issues. One teacher noted the administration's positive efforts with staffing this year, stating, "They made more of an effort to make sure to have names for all the positions, which I applaud them for. So people will be able to get to the textbook in-service training, be there at the start of school instead of three weeks after."

Math teachers were also concerned about the lack of warm-up exercises to help students prepare for the exam. Unlike the SAT9, the district provided teachers very little professional development for CAHSEE preparation. One teacher stated, "The wording in our textbooks isn't like ones worded on CAHSEE. If we had warm-up problems that are worded like the CAHSEE that would help us. Another teacher suggested "We could take the time to develop [warm-up problems]. You can take the questions and convert them."

Teachers discussed the need to receive disaggregated data for their classes early in the year, rather than October or November. Teachers want to know how their students performed on test items so that they can plan instruction around areas of needed improvement. The vice-principal explained that the district sends schools aggregated data initially and then sends disaggregated data in October or November. She noted that the school would work with the district to try to get the disaggregated data earlier in the school year. Teachers, however, were skeptical that pressure from schools would get districts to provide data early in the year. One teacher stated "Year after year we get promised to get results for SAT9 in a timely manner and it never happens."

**English Department**

English teachers were asked about the impact of the work done with the UC Davis partnership; middle school articulation; and teacher challenges and needs.

*Impact of the CAHSEE*

English teachers at Sacramento have established a strong and productive relationship with their higher education partner, UC Davis. As a result of working with the writing coach, the department developed an emphasis on writing instruction, which they feel will better prepare students for the CAHSEE. For example, in anticipation of the CAHSEE, the staff and writing coach worked together to create the 10th grade writing rubric and have used it to drive their own assessments. In addition, they developed the syllabus for 2002-2003. The work with their coach has also impacted curriculum in other grades as well.

The department created a school-wide spring and fall writing assessment for 9th and 10th grade and soon 11th grade will be included as well. Every teacher is expected to give his or her
students the same writing prompt. Teachers are then given a release day to norm and score the test at UC Davis. At the time of the site visit, the fall tests had already been scored and the spring tests were to be scored during the summer at UC Davis.

The English department has also blueprinted the test by course. This involves a matrix in which test skills are located horizontally and students’ names vertically. The matrix allows school staff to keep track of student progress and tailor their teaching to the needs of their students. Teachers have used this kind of data to modify their instruction and planning for the next year. Teachers noted that matrices have been done for approximately five years now with the partnership with UC Davis.

Teachers had much praise for the writing coach. Comments included:

She’s done everything over and above what we ever could have asked her to do. Anything we need as far as for supplies or coming over to the school [at the] spur of the moment. She has helped us to facilitate the implementation of plans for just about everything.

She’s a phenomenal coach.

We have an exceptionally good working relationship. We have a productive, professional two way street that’s just phenomenal.

The UC Davis partnership is two-fold. Not only do English teachers work with a writing coach but the Area 3 Writing Project also provides workshops for teachers. Area 3 conducts workshops about writing instruction, which staff at Sacramento High found useful. Topics in the past included reading and writing in content areas, transition to college, culminating tasks, and teaching writing to ELL students. Teachers see it as a great opportunity to work with teachers within and outside their district.

Whereas the Area 3 Writing Project provides scheduled workshops during the school year and the summer, the UC Davis writing coach comes on a “as needed” basis. As one teacher says, the coach helps “fine tune our connection within the department.” When asked which has more of an impact, teachers report that the impacts are different. While Area 3 training provides teachers with ideas for their classroom and helps them reflect on practice, the writing coach helps teachers develop rigorous assessments, fine tune their teaching, and facilitate discussion among teachers. In sum, Area 3 provides teachers with good ideas about instructional practice for the classroom, while the coaching is much more schools-based, focusing on long term needs in assessment and curriculum development. Overall, teachers are very satisfied with both but
particularly with the coaching this year. One teacher stated, “Area 3 helps rejuvenate and [the writing coach] helps take those ideas from the summer and keep it together.”

Middle school articulation

English teachers also discussed articulation with the project middle schools and made several recommendations for improvement in articulation. In November 2001, a joint meeting was held between the core content teachers of Sacramento High and Kit Carson Middle School teachers. (A joint meeting with California Middle School was not conducted this past year.) Teachers from the English departments at both schools talked collectively about the curriculum for middle and high schools as well as some of the expectations high school teachers have of entering freshman. For example, one high school teacher stated:

I thought at middle school, they do research but that does not seem to be the case. And that’s okay. But if you know that, you know where to start when you introduce it as a freshman teacher. If you don’t, then you keep kicking yourself in the rear and asking, “Why don’t they know that?” Well they don’t know it because they haven’t been taught it.

Teachers also noted that the meeting between departments was very useful in establishing “general issues and concerns, but not specifics.” Since November, there have not been any other school-wide meetings, which teachers feel is an area of needed improvement. Teachers argue that all schools would benefit from the abundance of information available at the middle and high school but the project needs a liaison to share the information and facilitate conversation. They reported that there were plans to hire a liaison for the project but plans fell through.

Teachers also said that they want to attend middle school scoring sessions in writing. This would give high school teachers the opportunity to look at the writing standards and rubrics for middle schools. Conversely, Sacramento teachers stated that middle school teachers should be given the opportunity to score their students’ writing using high school rubrics, so that middle school teachers can know what is expected at the high school level and plan instruction around those expectations.

Challenges and Needs

English teachers expressed some concerns about the extent to which the school administration supported their efforts this past year. Overall, teachers feel that the
administration has the same intentions as teachers—increase student achievement—but that they are not given enough time to plan and that they have little input.

One solution teachers propose is to structure more time for teachers to meet collectively to plan and discuss instructional practice in order to find solutions for gaps in student achievement. Unlike prior years, they did not have time to conduct planning for this academic year. Teachers believe that the administration expects them to address gaps in student achievement without providing them time to plan as a department. Although the partnership with the UC Davis coach is productive and valuable, the time she provides is not enough. One teacher stated, “The administration thinks we can work as a group and have unified activities but we’re not given time. No matter how much money you offer, it’s hard if it’s after school.”

Teachers also expressed their desire to have input in the master schedule. Traditionally teachers were consulted when the school schedule was being created, but this year, teachers were not given the opportunity to say what they wanted to teach, their areas of strength, or needed growth. Teachers feel that teaching the same topic for several years straight results in teacher burn-out, which ultimately affects not just teachers but students as well.

As in the math department, teachers said they need data that shows how their students performed in tested areas. Ideally, they would like to receive the disaggregated data when the semester begins so that they can plan around areas of needed improvement for the year, rather than in winter when several months have lapsed. Only two of the teachers said they already received information about student performance in their classrooms but the majority of teachers interviewed did not. In fact, some teachers were not aware that CAHSEE scores had arrived at the school just a few days prior to the site visit.

**Summary and Recommendations**

In this section we present recommendations for action by the project site staff to ameliorate some of the problems encountered in the first year of implementation and to ensure the continued success of the many positive activities implemented, to date, and significant work already accomplished. The CAPP Office should support these efforts by working with project site staff to assign high priority to these and develop action plans around recommendations that all agree are most salient.

- More clarification for each school about the role, purpose and activities in the project

The first year of any grant is difficult, especially when more than one school is involved. Given the lessons learned in the first year, it is suggested that at beginning of the second year,
key staff members from the three partnership schools meet to clearly outline the activities for year two. At this meeting, it will be important to clarify the role of each school, in addition to the purpose and outcome of each of these. Furthermore, school staff needs should be identified as they focus even more on the goals and objectives of the grant. We recommend surveys or informal conversations. Once needs have been identified, meeting agendas and activities should reflect a purpose and outcome.

• **Greater dissemination of information about Saturday classes and the Summer Bridge Algebra Academy**

Both the Saturday classes and Summer Bridge Algebra Academy are important resources for students requiring extra preparation for the CAHSEE. However, information about the availability is not reaching as many students as intended. Twenty-four incoming 9th graders attended the Summer Academy. The school hoped to reach 50 students, about ten percent of the 10th grade population at Sacramento. On a positive note, only one student was not eligible for beginning Algebra. The school may want to reach a larger number of students, considering that 37 percent of students did not pass the math section of the 2002 CAHSEE. Dissemination through packets sent home in various languages, information sessions during and after school, and announcements starting early in the spring may increase student recruitment. Finally, next year teachers should be given advance notice of the Summer Bridge Algebra Academy so that qualified math teachers can apply and prepare to teach.

• **The newly appointed English language arts coach should establish an early relationship with teachers at all schools**

A new English language arts coach will be working with the partnership schools this year. It is important to sustain the momentum in the English departments and continue the positive relationships and accomplishments established this first year. The new coach should work closely with teacher leads in the English department as well as with the Grant Unified District coach to identify teacher needs and challenges during the second year of the grant. Generally, now that schools have schools designed common assessments, they need assistance taking the CAHSEE standards and finding ways to address them in the classroom. Faculty from both middle and high schools should coordinate efforts to align assessments and discuss standards at each grade level so that teachers can help students pass the exam by the 10th grade.

However, schools have individual needs as well. For example, Kit Carson teachers see the writing portfolio as overwhelming and need guidance on how to use it in their day- to-day planning. The new English coach will also need to begin on-going discussions at the start of the school year. Overall, teachers responded positively to work conducted with coaches. This
includes curriculum alignment, developing performance standards, analysis of released CAHSSEE items, and culminating tasks. The challenge this year will be to implement the plans in the classroom. Thus far, teachers have not received much coaching on classroom instruction. They need much more guidance as they attempt to translate working session outcomes into lessons and curriculum plans. At Sacramento High, administrators and teachers need to develop a shared vision about how to improve students’ academic achievement and a strategic plan to address their goals.

- **The new mathematics coach should work with math teachers to identify teacher and departmental needs for each school**

Math teachers received several opportunities to work with the partnership schools during workshops led by UC Davis. The delay in hiring a math coach placed the math department behind schedule for the tasks outlined in the proposal, especially articulation with Sacramento High and California Middle School teachers. The coach should engage in initial conversations with staff from each school to identify perceived needs and intended goals. For example, math teachers at Sacramento discussed the need for more warm-up exercises. One strategy might be to use the curriculum from the Saturday class and share them among the staff (e.g. changing the wording of the released items to create new exercises). Project schools may also want to consider working with other schools in the district to develop a shared database of practice items for the CAHSEE. Teachers also started they need more time to find ways to effectively integrate Discover Math into their regular classes. Finally, the math coach worked successfully with teachers from Kit Carson last year; lessons learned should be applied to work with the other schools this year.

- **Articulation between the middle schools and the high school needs to be formally integrated into the calendar**

High school English teachers met with middle school teachers in November to discuss curriculum and assessment but since then there have not been any follow-up meetings. Teachers found the meeting very useful because it helped to clarify what is expected of incoming 9th graders when they leave middle school. Teachers noted that these discussions need to be ongoing. The more opportunities middle and high school teachers have to work collectively, the more likely it is that curriculum and assessment are aligned. Ultimately, this leads to students who are better prepared for the CAHSEE. For example, next year, a math teacher from each of the partnership schools will be included on the teaching team for the Summer Bridge Algebra Academy. There is also a lack of communication among the three schools. Teachers would like to have a liaison who is responsible for exchanging information, such as high school reading lists, common assessments, rubrics, and the Summer Bridge Algebra Academy and Family Night.
• **Continue discussions among staff and coaches about how to use CAHSEE results to inform instruction and curricula**

The results of the 2002 CAHSEE will be a useful tool to discuss areas of student need in both English and math. Schools have already used the results to spot common errors, which led to changes in instruction and curricula; these efforts should be continued. Results should be looked at systematically and shared with all staff. Sacramento High should compare results from 2001 and 2002 CAHSEE administration to see if patterns emerge and use that information to guide instructional decisions for the upcoming year. Furthermore, the Exit Exam standards are posted on the state board web-site, of which few teachers are aware. Schools should encourage teachers to become familiar with the CAHSSEE standards so they can better them to guide classroom instruction. Each standard is listed along with the number of items on the exam that pertain to that standard—an important and useful tool for teachers and department leads who are working on curriculum reform and student support.

• **School meetings should be held to discuss results of the CAHSEE among staff and students**

At the time of the site visit, some teachers were informed of the CAHSEE results while some were not. The school did not appear to have a plan to share that information among staff. Schools should use the data as a starting point for discussion at the beginning of the school year both across and within departments. Middle schools should also be informed of high school CAHSEE results, especially feeder schools such as Kit Carson. Once teachers receive results on the CAHSEE, they should be also shared with the student body to emphasize the importance of the exam, as well as serve to inform students about areas of strengths and weakness across the school.
APPENDIX A:

Faculty Survey Results: Sacramento High, Kit Carson Middle, and California Middle School vs. All CAPP Schools

This section provides combined teacher survey responses for Sacramento High School, Kit Carson Middle School and California Middle School as compared to all CAPP CAHSEE sites. Sacramento High teachers submitted 16 surveys, Kit Carson Middle 7 surveys, and California Middle 5 surveys for a total of 28 surveys.

Output by Sacramento High, Kit Carson Middle, and California Middle vs other CAPP sites

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Subject Taught by Teacher: Sacto vs Other CAPP sites

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Q1: Familiar with CAHSEE content?: *Sacto vs Other CAPP sites*

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Q2: Familiar with CA State Stds: *Sacto vs Other CAPP sites*

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Q3: Textbooks used are aligned to CA State Stds: *Sacto vs Other CAPP sites*

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Q4: CAHSEE Reflects standards students should learn: *Sacto vs Other CAPP sites*

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Q5: CAHSEE is neither too hard nor easy: *Sacto vs Other CAPP sites*

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**Q6: 10th Graders had enough oppty to prep for CAHSEE: Sacto vs Other CAPP sites**

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**Q7: Teach stds in CAHSEE related to exam: Sacto vs Other CAPP sites**

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**Q8: Used results from CAHSEE to modify teaching: Sacto vs Other CAPP sites**

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**Q9: Prof Devel experiences help me prep students for CAHSEE: Sacto vs Other CAPP sites**

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**Q10: Modified stud assessments based on CAHSEE: Sacto vs Other CAPP sites**

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**Q11: Accom have been made for spec ed students taking CAHSEE: Sacto vs Other CAPP sites**

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<td>10</td>
<td>109</td>
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<tr>
<td></td>
<td>52.6%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>82</td>
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<tr>
<td></td>
<td>47.4%</td>
<td>42.9%</td>
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**Q12: Classroom practices in dept have chgd due to CAHSEE: Sacto vs Other CAPP sites**

<table>
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<tr>
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<tr>
<td>Disagree</td>
<td>7</td>
<td>60</td>
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<tr>
<td></td>
<td>28.0%</td>
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<tr>
<td>Agree</td>
<td>18</td>
<td>163</td>
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<tr>
<td></td>
<td>72.0%</td>
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Q13: My students will pass CAHSEE: *Sacto vs Other CAPP sites*

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<tr>
<td>Agree</td>
<td>20</td>
<td>148</td>
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Q14: Only selection of CA stds are on CAHSEE: *Sacto vs Other CAPP sites*

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<tbody>
<tr>
<td>Disagree</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>143</td>
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Q15: Sch/dist monitoring of who takes exam works: *Sacto vs Other CAPP sites*

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<tr>
<td>Disagree</td>
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<tr>
<td>Agree</td>
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Q16: New texts acquired to align to CA stds: *Sacto vs Other CAPP sites*

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<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>159</td>
</tr>
</tbody>
</table>

Q17 With accommodations spec ed students can pass CAHSEE: *Sacto vs Other CAPP sites*

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<td>Disagree</td>
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<td>Agree</td>
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Q18 Recd prof dev on using CAHSEE to modify curric: *Sacto vs Other CAPP sites*

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<td>Agree</td>
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Q19 CAPP has prepared students for CAHSEE: *Sacto vs Other CAPP sites*

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<td>53</td>
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<tr>
<td>Agree</td>
<td>14</td>
<td>158</td>
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Q20 Appropriate to expect all ELL to pass to get diploma: *Sacto vs Other CAPP sites*

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<td>Agree</td>
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<td>64.0</td>
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Q21 Sch/dist information system re: stud CAHSEE results is helpful: *Sacto vs Other CAPP sites*

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<td></td>
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<td>%</td>
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<tr>
<td>Disagree</td>
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<tr>
<td>Agree</td>
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<td>43.5</td>
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Q22 Our school has a clear vision for improving achievement: *Sacto vs Other CAPP sites*

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<td>37.5</td>
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<tr>
<td>Agree</td>
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Q23 Students aware of CAHSEE: *Sacto vs Other CAPP sites*

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<tr>
<td>Disagree</td>
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<td>Agree</td>
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Q24 Aware of subject standards on CAHSEE: *Sacto vs Other CAPP sites*

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<tr>
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<td>Agree</td>
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Q25 Assess students more frequently to prep for CAHSEE: *Sacto vs Other CAPP sites*

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<td>26.1</td>
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<tr>
<td>Agree</td>
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Q26 District provided prof devel for CAHSEE: *Sacto vs Other CAPP sites*

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<tr>
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<td>17.4</td>
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<tr>
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Q27 School has assistance plan for 10th grade students who don’t pass: *Sacto vs Other CAPP sites*

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<td>%</td>
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<tr>
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<td>Agree</td>
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Q28 Standardized tests are important: *Sacto vs Other CAPP sites*

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<tr>
<td>Agree</td>
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Q29 Appropriate to change instruction methods for CAHSEE: *Sacto vs Other CAPP sites*

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<tr>
<td>Agree</td>
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Q 30 Our students have good chance to pass CAHSEE: *Sacto vs Other CAPP sites*

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<td>%</td>
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<tr>
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<tr>
<td>Agree</td>
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</table>

Q31 Passing CAHSEE will endure as diploma requirement: *Sacto vs Other CAPP sites*

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<tr>
<td>Agree</td>
<td>14</td>
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</table>

Q 32 Our students take CAHSEE seriously: *Sacto vs Other CAPP sites*

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Q33 School will change in response to CAHSEE: *Sacto vs Other CAPP sites*

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<td>%</td>
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<tr>
<td>Disagree</td>
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<td>17.4</td>
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<tr>
<td>Agree</td>
<td>19</td>
<td>82.6</td>
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</table>
Q34 Participated in CA Subject Matter Project: *Sacramento vs Other CAPP sites*

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<td></td>
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<td>%</td>
<td>#</td>
<td>%</td>
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<td>166</td>
<td>71.2</td>
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<td>Yes</td>
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<td>40.0</td>
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Q35 Participated in state funded prof devel: *Sacramento vs Other CAPP sites*

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<td>%</td>
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<td>12.0</td>
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<td>25.2</td>
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Q36 Received prof devel to understand CAHSEE: *Sacramento vs Other CAPP sites*

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Q37 School considering change in response to CAHSEE: *Sacramento vs Other CAPP sites*

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APPENDIX B:

Faculty Survey Results: Sacramento High School vs. Kit Carson Middle and California Middle School

This section provides teacher survey responses for Sacramento High School as compared to Kit Carson Middle and California Middle School. Sacramento High teachers submitted 16 surveys, Kit Carson Middle 7 surveys, and California Middle 5 surveys for a total of 28 surveys.

Output by Sacramento High School vs Kit Carson and California Middle School

<table>
<thead>
<tr>
<th>District</th>
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<th>Raw Total</th>
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Subject Taught by Teacher: Middle School vs High School

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Credentialed teacher?: Middle School vs High School

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Teach ELL students?: Middle School vs High School

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</tr>
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Teach Special Ed? Middle School vs High School

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Q1: Familiar with CAHSEE content?: *Middle School vs High School*

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<td></td>
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<td>Agree</td>
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Q2: Familiar with CA State Stds: *Middle School vs High School*

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</thead>
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<tr>
<td>Agree</td>
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Q3: Textbooks used are aligned to CA State Stds: *Middle School vs High School*

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Q4: CAHSEE Reflects standards students should learn: *Middle School vs High School*

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<td></td>
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<td>Agree</td>
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Q5: CAHSEE is neither too hard nor easy: *Middle School vs High School*

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<tbody>
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<tr>
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Q6: 10th Graders had enough oppty to prep for CAHSEE: *Middle School vs High School*

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Q7: Teach stds in CAHSEE related to exam: *Middle School vs High School*

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<td>Disagree</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>100.0</td>
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</table>
Q8: Used results from CAHSEE to modify teaching: Middle School vs High School

<table>
<thead>
<tr>
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<tr>
<td><strong>Disagree</strong></td>
<td>#</td>
<td>%</td>
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<tr>
<td></td>
<td>4</td>
<td>66.7</td>
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<tr>
<td><strong>Agree</strong></td>
<td>2</td>
<td>33.3</td>
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Q9: Prof Devel experiences help me prep students for CAHSEE: Middle School vs High School

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<tr>
<td><strong>Disagree</strong></td>
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<td>%</td>
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<td></td>
<td>3</td>
<td>30.0</td>
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<tr>
<td><strong>Agree</strong></td>
<td>7</td>
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Q10: Modified stud assessments based on CAHSEE: Middle School vs High School

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<tr>
<td></td>
<td>3</td>
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<tr>
<td><strong>Agree</strong></td>
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Q11: Accom have been made for spec ed students taking CAHSEE: Middle School vs High School

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<tr>
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<td>%</td>
</tr>
<tr>
<td></td>
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<td>16.7</td>
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<td><strong>Agree</strong></td>
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Q12: Classroom practices in dept have chgd due to CAHSEE: Middle School vs High School

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<td><strong>Agree</strong></td>
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Q13: My students will pass CAHSEE: Middle School vs High School

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<tbody>
<tr>
<td><strong>Disagree</strong></td>
<td>#</td>
<td>%</td>
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<tr>
<td></td>
<td>3</td>
<td>27.3</td>
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<tr>
<td><strong>Agree</strong></td>
<td>8</td>
<td>72.7</td>
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Q14: Only selection of CA stds are on CAHSEE: Middle School vs High School

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<tbody>
<tr>
<td><strong>Disagree</strong></td>
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<tr>
<td></td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td><strong>Agree</strong></td>
<td>5</td>
<td>55.6</td>
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Q15: Sch/dist monitoring of who takes exam works: *Middle School vs High School*

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<tbody>
<tr>
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<tr>
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<td>4</td>
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<tr>
<td>Agree</td>
<td>4</td>
<td>50.0</td>
<td>5</td>
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Q16: New texts acquired to align to CA stds: *Middle School vs High School*

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<tr>
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<td>--</td>
<td>--</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>100.0</td>
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</table>

Q17 With accommodations spec ed students can pass CAHSEE: *Middle School vs High School*

<table>
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<tbody>
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<td></td>
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<tr>
<td>Disagree</td>
<td>2</td>
<td>33.3</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>66.7</td>
<td>7</td>
</tr>
</tbody>
</table>

Q18 Recd prof dev on using CAHSEE to modify curric: *Middle School vs High School*

<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>55.6</td>
<td>11</td>
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<tr>
<td>Agree</td>
<td>4</td>
<td>44.4</td>
<td>4</td>
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</tbody>
</table>

Q19 CAPP has prepared students for CAHSEE: *Middle School vs High School*

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<tbody>
<tr>
<td></td>
<td>#</td>
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<tr>
<td>Disagree</td>
<td>4</td>
<td>57.1</td>
<td>3</td>
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<tr>
<td>Agree</td>
<td>3</td>
<td>42.9</td>
<td>11</td>
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</table>

Q20 Appropriate to expect all ELL to pass to get diploma: *Middle School vs High School*

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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
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</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>22.2</td>
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<tr>
<td>Agree</td>
<td>7</td>
<td>77.8</td>
<td>9</td>
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Q21 Sch/dist information system re: stud CAHSEE results is helpful: *Middle School vs High School*

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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
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</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>62.5</td>
<td>8</td>
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<tr>
<td>Agree</td>
<td>3</td>
<td>37.5</td>
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Q22 Our school has a clear vision for improving achievement: *Middle School vs High School*

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<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>22.2</td>
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<td>Agree</td>
<td>7</td>
<td>77.8</td>
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<td>53.3</td>
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Q23 Students aware of CAHSEE: *Middle School vs High School*

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<td>Disagree</td>
<td>4</td>
<td>44.4</td>
<td>1</td>
<td>6.3</td>
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<tr>
<td>Agree</td>
<td>5</td>
<td>55.6</td>
<td>15</td>
<td>93.8</td>
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Q24 Aware of subject standards on CAHSEE: *Middle School vs High School*

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<td>1</td>
<td>12.5</td>
<td>2</td>
<td>13.3</td>
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<td>Agree</td>
<td>7</td>
<td>87.5</td>
<td>13</td>
<td>86.7</td>
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Q25 Assess students more frequently to prep for CAHSEE: *Middle School vs High School*

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<tr>
<td>Disagree</td>
<td>1</td>
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<tr>
<td>Agree</td>
<td>6</td>
<td>85.7</td>
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<td>68.8</td>
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Q26 District provided prof devel for CAHSEE: *Middle School vs High School*

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<tr>
<td>Agree</td>
<td>5</td>
<td>71.4</td>
<td>14</td>
<td>87.5</td>
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Q27 School has assistance plan for 10th grade students who don’t pass: *Middle School vs High School*

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<tbody>
<tr>
<td>Disagree</td>
<td>--</td>
<td>--</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>100.0</td>
<td>5</td>
<td>33.3</td>
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</table>

Q28 Standardized tests are important: *Middle School vs High School*

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<tbody>
<tr>
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<td>6</td>
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<td>11</td>
<td>73.3</td>
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<td>Agree</td>
<td>3</td>
<td>33.3</td>
<td>4</td>
<td>26.7</td>
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### Q29 Appropriate to change instruction methods for CAHSEE: *Middle School vs High School*

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<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>62.5</td>
<td>1</td>
<td>7.7</td>
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<tr>
<td>Agree</td>
<td>3</td>
<td>37.5</td>
<td>12</td>
<td>92.3</td>
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### Q30 Our students have good chance to pass CAHSEE: *Middle School vs High School*

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<td>#</td>
<td>%</td>
</tr>
<tr>
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<td>25.0</td>
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<td>Agree</td>
<td>6</td>
<td>75.0</td>
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### Q31 Passing CAHSEE will endure as diploma requirement: *Middle School vs High School*

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<td>44.4</td>
<td>6</td>
<td>40.0</td>
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<td>Agree</td>
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<td>55.6</td>
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### Q32 Our students take CAHSEE seriously: *Middle School vs High School*

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<td>%</td>
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<tr>
<td>Disagree</td>
<td>4</td>
<td>57.1</td>
<td>2</td>
<td>12.5</td>
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<tr>
<td>Agree</td>
<td>3</td>
<td>42.9</td>
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### Q33 School will change in response to CAHSEE: *Middle School vs High School*

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<td>28.6</td>
<td>2</td>
<td>12.5</td>
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<tr>
<td>Agree</td>
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### Q34 Participated in CA Subject Matter Project: *Middle School vs High School*

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### Q35 Participated in state funded prof devel: *Middle School vs High School*

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<td>%</td>
<td>#</td>
<td>%</td>
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<tr>
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<td>9</td>
<td>100.0</td>
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<td>81.3</td>
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<td>Yes</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>18.8</td>
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Q36 Received prof devel to understand CAHSEE: *Middle School vs High School*

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<tr>
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<td>%</td>
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<td>55.6%</td>
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<tr>
<td>Yes</td>
<td>4</td>
<td>44.4%</td>
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Q37 School considering change in response to CAHSEE: *Middle School vs High School*

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<td>No</td>
<td>3</td>
<td>50.0%</td>
<td>5</td>
<td>33.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>50.0%</td>
<td>10</td>
<td>66.7%</td>
</tr>
</tbody>
</table>
California Academic Partnership Program California High School Exit Exam Projects
Faculty Survey

Your school is funded by the California Academic Partnership Program (CAPP) under the California High School Exit Examination (CAHSEE) Project Initiative. As part of this project we are conducting a faculty survey at each participating school. Please complete the following survey as best you can. Please be honest and frank with your responses. All information will be kept anonymous and reported only at the group level.

Please complete the survey on your own; do not discuss the survey with others. When you are finished with the survey, put it in the accompanying envelope, seal it, and place it in the large envelope, addressed to WestEd, in your departmental office.

Although it might appear long, this survey only should take you approximately fifteen (15) minutes to complete.

If you have any questions, please contact Jordan E. Horowitz, Senior Project Director, Evaluation Research, WestEd at JHOROWI@WESTED.ORG or (562) 799-5122.

School: ____________________________ District: ________________________
Department:  q Mathematics  q English/Language Arts
Years teaching in California: _____
Are you credentialed to teach in this subject?  q Yes  q No
Do you teach English Language Learners?  q Yes  q No
Do you teach Special Education Students?  q Yes  q No
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am familiar with the content of the California High School Exit Examination (CAHSEE) in my field</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I am familiar with the California State Standards for the subject matter I teach</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I believe the textbooks I am using are aligned to the California State Standards</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I believe the content of the CAHSEE reflects the standards all students should learn</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I believe the level of difficulty of the CAHSEE is neither too demanding nor too easy</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I believe 10th grade students in my school had adequate opportunity to prepare for the CAHSEE</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I teach the standards covered in the CAHSEE in the classes I teach that are related to the exam</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I have used student results from the CAHSEE to modify my instructional practices</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>My professional development experiences help me to prepare students for the CAHSEE</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I have modified my student assessments based on the CAHSEE</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I believe appropriate accommodations have been made for students with special needs taking the CAHSEE</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The classroom practices in our department have changed in response to the CAHSEE</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I believe my students will pass the CAHSEE</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Only a selection of the CA state standards are included on the CAHSEE</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>My school/district’s methods for monitoring which students need to take the exam works well for me</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>16.</td>
<td>We have selected and acquired new texts to ensure our texts are aligned to the California State Standards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>I believe with the accommodations made for them, students with special needs can pass the CAHSEE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>I have received professional development regarding how to use CAHSEE student results to modify curricula</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19.</td>
<td>Being involved in the CAPP Program has our students better prepared to pass the CAHSEE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>I believe it is appropriate to expect all English Language Learners to pass the CAHSEE in order to receive a high school diploma</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>The system in our school/district for feeding information back to me about student CAHSEE results helps me to understand and use the information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>I believe there is a clear, schoolwide vision at our school for improving student achievement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>I believe my students are aware of the CAHSEE and its relationship to earning a high school diploma</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>I am aware of which standards in the subject I teach are included on the CAHSEE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>I assess students more frequently to better prepare my students for the CAHSEE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>My district provided me with the opportunity to participate in professional development experiences to help me prepare my students for the CAHSEE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>I believe our school has an appropriate plan to assist students who do not pass the CAHSEE in the 10th grade</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>Generally, I believe standardized statewide tests are an important part of a comprehensive assessment program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>29.</td>
<td>I believe it is appropriate for me to change my instructional practices in response to the CAHSEE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30.</td>
<td>Students in our school have as good a chance as any student in California to pass the CAHSEE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31.</td>
<td>I believe passing the CAHSEE will endure as a requirement for a high school diploma for many years to come</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32.</td>
<td>I believe students in our school take the CAHSEE seriously</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33.</td>
<td>I believe our school will make operational changes (scheduling, curriculum, professional development, etc.) in response to results from the CAHSEE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34.</td>
<td>I have participated in a California Subject Matter Project (a state funded professional development activity)</td>
<td>q</td>
<td>q</td>
<td>q</td>
<td>q</td>
</tr>
<tr>
<td>35.</td>
<td>In summer 2001, I participated in a state funded professional development activity such as a California Professional Development Institute</td>
<td>q</td>
<td>q</td>
<td>q</td>
<td>q</td>
</tr>
<tr>
<td>36.</td>
<td>I have received professional development regarding how to understand the CAHSEE student reports</td>
<td>q</td>
<td>q</td>
<td>q</td>
<td>q</td>
</tr>
<tr>
<td>37.</td>
<td>In response to the CAHSEE, our school is considering structural changes such as banking time, small learning communities, internships/mentorships, etc.</td>
<td>q</td>
<td>q</td>
<td>q</td>
<td>q</td>
</tr>
</tbody>
</table>
Additional comments about the CAHSEE including your professional development needs, opportunities, and their value to you:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Thank you for your honest response!