

**Interaction Effects
between the Attitude Items and the Demographic Items.**

Table I-1-1

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

Answer Options (Cells are percentages by Columns)

	Aggregated Performance		
	Low	High	Total
There would be much more emphasis.	8	10	9
There would be somewhat more emphasis.	11	13	12
There would be about the same emphasis.	66	63	65
There would be somewhat less emphasis.	12	12	12
There would be much less emphasis.	3	2	3
Column Counts (N's)	1397	1142	2539
Inferential Information			
Chi-square test of independence	10.008 (df=4, p=0.040)		Interpretation
Cohen's w effect size	0.063		Small

Table I-1-2

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

Answer Options (Cells are percentages by Columns)

	Percent of free and reduced meals (FARMS)		
	Low	High	Total
There would be much more emphasis.	9	9	9
There would be somewhat more emphasis.	11	13	12
There would be about the same emphasis.	64	65	65
There would be somewhat less emphasis.	13	11	12
There would be much less emphasis.	3	2	3
Column Counts (N's)	1180	1359	2539
Inferential Information			
Chi-square test of independence	5.214 (df=4, p=0.266)		Interpretation
			Not sig.

Table I-1-3

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 18

Answer Options (Cells are percentages by Columns) **Do you work at school level or county level?**

	School	County	Total
There would be much more emphasis.	9	7	9
There would be somewhat more emphasis.	12	10	12
There would be about the same emphasis.	65	58	64
There would be somewhat less emphasis.	12	19	13
There would be much less emphasis.	3	7	3
Column Counts (N's)	2539	240	2779
Inferential Information			
Chi-square test of independence	27.793 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.100		Small

Table I-1-4

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 18

What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	16	7	9	5	9
There would be somewhat more emphasis.	16	13	12	6	12
There would be about the same emphasis.	42	66	64	64	64
There would be somewhat less emphasis.	16	12	13	16	13
There would be much less emphasis.	10	2	3	9	3
Column Counts (N's)	31	739	1942	67	2779
Inferential Results					
Chi-square test of independence	26.884 (df=12, p=0.008)				Interpretation
Cohen's w effect size	0.099				Small

Table I-1-5

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

What is your job role?

Answer Options (Cells are percentages by Columns)	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
There would be much more emphasis.	9	10	2	5	10	9
There would be somewhat more emphasis.	12	11	11	8	12	12
There would be about the same emphasis.	65	67	61	60	60	64
There would be somewhat less emphasis.	12	11	20	25	15	13
There would be much less emphasis.	3	2	6	6	4	3
Column Counts (N's)	2116	188	54	65	349	2772
Inferential Results						
Chi-square test of independence	27.049 (df=16, p=0.041)				Interpretation	
Cohen's w effect size	0.098				Small	

Table I-1-6

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	7	11	9	8	9	9
There would be somewhat more emphasis.	14	12	14	12	10	12
There would be about the same emphasis.	65	65	62	67	64	64
There would be somewhat less emphasis.	15	11	12	11	14	13
There would be much less emphasis.	1	2	3	2	4	3
Column Counts (N's)	152	439	605	473	1110	2779
Inferential Results						
Chi-square test of independence	22.173 (df=16, p=0.138)				Interpretation	
					Not sig.	

Table I-1-7

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	8	8	10	7	11	9
There would be somewhat more emphasis.	12	12	12	10	12	12
There would be about the same emphasis.	64	64	62	70	64	64
There would be somewhat less emphasis.	14	13	13	10	10	13
There would be much less emphasis.	2	3	3	3	3	3
Column Counts (N's)	643	895	609	274	358	2779
Inferential Results						Interpretation
Chi-square test of independence	15.212 (df=16, p=0.509)					Not sig.

Table I-1-8

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 21

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	5	5	7	14	9
There would be somewhat more emphasis.	7	10	9	18	12
There would be about the same emphasis.	78	69	64	53	64
There would be somewhat less emphasis.	9	13	17	11	12
There would be much less emphasis.	2	3	3	3	3
Column Counts (N's)	720	295	708	954	2677
Inferential Results					Interpretation
Chi-square test of independence	162.033 (df=12, p=0.000)				Medium
Cohen's w effect size	0.246				

Table I-1-9

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
15.367 (p=0.004)	50.614 (p=0.000)	53.158 (p=0.000)	23.886 (p=0.000)	1.987 (p=0.738)	0.411 (p=.982)
Cohen's w effect size					
0.074	0.135	0.138	0.093	(p>0.050)	(p>0.050)
Interpretation					
Small	Small	Small	Small	Not sig.	Not sig.

Note: Whenever the Chi-square test of independence is retained (p>0.050), the effect size is (p>0.050).

Table I-1-10

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
5.985 (p=0.200)	6.665 (p=0.155)	9.776 (p=0.044)	11.597 (p=0.021)	7.389 (p=0.117)
Cohen's w effect size				
(p>0.050)	(p>0.050)	0.059	0.065	(p>0.050)
Interpretation				
Not sig.	Not sig.	Small	Small	Not sig.

Table I-1-11

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
107.531 (p=0.000)	76.579 (p=0.000)	11.150 (p=0.025)	35.278 (p=0.000)	61.469 (p=0.000)	22.493 (p=0.000)	5.641 (p=.228)
Cohen's w effect size						
0.197	0.166	0.063	0.133	0.149	0.090	(p>0.050)
Interpretation						
Small	Small	Small	Small	Small	Small	Not sig.

Note: Whenever the Cohen's w effect size is equal to or greater than 0.150 (**bolded**), the full two-way contingency table is shown following.

Table I-1-11-1

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

Answer Options (Cells are percentages by Columns)

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

	MSA	Not MSA	Total
There would be much more emphasis.	6	13	9
There would be somewhat more emphasis.	8	18	12
There would be about the same emphasis.	69	55	64
There would be somewhat less emphasis.	14	11	13
There would be much less emphasis.	3	3	3
Column Counts (N's)	1779	1000	2779
Inferential Information			
Chi-square test of independence	107.531 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.197		Small

Table I-1-11-2

Without MSA- HSA how would the curricular emphasis on reading change in your school or district? (check one) Percent Missing: 19

Answer Options (Cells are percentages by Columns)

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

	HSA English	Not HSA English	Total
There would be much more emphasis.	19	7	9
There would be somewhat more emphasis.	19	11	12
There would be about the same emphasis.	51	66	64
There would be somewhat less emphasis.	10	13	13
There would be much less emphasis.	2	3	3
Column Counts (N's)	340	2439	2779
Inferential Information			
Chi-square test of independence	76.579 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.166		Small

Table I-2-1

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

Answer Options (Cells are percentages by Columns)

	Aggregated Performance		
	Low	High	Total
There would be much more emphasis.	16	19	17
There would be somewhat more emphasis.	18	22	20
There would be about the same emphasis.	54	48	51
There would be somewhat less emphasis.	10	10	10
There would be much less emphasis.	3	1	2
Column Counts (N's)	1410	1151	2561
Inferential Information			
Chi-square test of independence	17.981 (df=4, p=0.001)		Interpretation
Cohen's w effect size	0.084		Small

Table I-2-2

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

Answer Options (Cells are percentages by Columns)

	Percent of free and reduced meals (FARMS)		
	Low	High	Total
There would be much more emphasis.	19	16	17
There would be somewhat more emphasis.	20	19	20
There would be about the same emphasis.	49	53	51
There would be somewhat less emphasis.	10	10	10
There would be much less emphasis.	2	2	2
Column Counts (N's)	1188	1373	2561
Inferential Information			
Chi-square test of independence	7.108 (df=4, p=0.130)		Interpretation
			Not sig.

Table I-2-3

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

Answer Options (Cells are percentages by Columns) **Do you work at school level or county level?**

	School	County	Total
There would be much more emphasis.	17	17	17
There would be somewhat more emphasis.	20	24	20
There would be about the same emphasis.	51	42	51
There would be somewhat less emphasis.	10	14	10
There would be much less emphasis.	2	4	2
Column Counts (N's)	2561	237	2798
Inferential Information			
Chi-square test of independence	13.985 (df=4, p-value=0.070)		Interpretation
Cohen's w effect size	0.071		Small

Table I-2-4

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	13	15	18	16	17
There would be somewhat more emphasis.	13	21	20	25	20
There would be about the same emphasis.	50	53	50	40	51
There would be somewhat less emphasis.	19	9	10	12	10
There would be much less emphasis.	6	1	2	7	2
Column Counts (N's)	32	748	1950	68	2798
Inferential Results					
Chi-square test of independence	26.134 (df=12, p=0.010)				Interpretation
Cohen's w effect size	0.097				Small

Table I-2-5

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

What is your job role?

Answer Options (Cells are percentages by Columns)	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
There would be much more emphasis.	18	17	20	16	19	17
There would be somewhat more	22	19	22	35	21	20

emphasis.						
There would be about the same emphasis.	46	52	48	38	37	51
There would be somewhat less emphasis.	11	10	7	7	19	10
There would be much less emphasis.	3	2	3	4	5	2
Column Counts (N's)	351	2136	186	55	63	2791
Inferential Results						
Chi-square test of independence		27.951 (df=16, p=0.032)			Interpretation	
Cohen's w effect size		0.100			Small	

Table I-2-6

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	13	20	20	17	16	17
There would be somewhat more emphasis.	20	20	21	20	19	20
There would be about the same emphasis.	57	49	46	52	52	51
There would be somewhat less emphasis.	10	9	10	9	11	10
There would be much less emphasis.	0	2	3	2	2	2
Column Counts (N's)	152	443	603	479	1121	2798
Inferential Results						
Chi-square test of independence		20.356 (df=16, p=0.205)			Interpretation Not sig.	

Table I-2-7

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	17	18	20	13	15	17
There would be somewhat more emphasis.	21	21	19	19	17	20

emphasis.						
There would be about the same emphasis.	51	48	48	57	56	51
There would be somewhat less emphasis.	10	11	11	9	11	10
There would be much less emphasis.	2	3	3	3	2	2
Column Counts (N's)	645	901	611	279	362	2798
Inferential Results					Interpretation	
Chi-square test of independence		19.903 (df=16, p=0.225)			Not sig.	

Table I-2-8

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 21

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	14	18	17	20	17
There would be somewhat more emphasis.	20	15	18	23	20
There would be about the same emphasis.	58	57	50	44	51
There would be somewhat less emphasis.	7	8	12	11	10
There would be much less emphasis.	2	2	3	2	2
Column Counts (N's)	725	297	712	963	2697
Inferential Results					
Chi-square test of independence		51.650 (df=12, p=0.000)			Interpretation
Cohen's w effect size		0.139			Small

Table I-2-9

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
36.001 (p=0.000)	19.290 (p=0.001)	50.055 (p=0.000)	18.619 (p=0.001)	4.057 (p=0.398)	14.353 (p=.006)
Cohen's w effect size					
0.113	0.083	0.134	0.082	(p>0.050)	0.072
Interpretation					

Small Small Small Small Not sig. Small

Table I-2-10

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
5.745 (p=0.219)	1.468 (p=0.832)	3.324 (p=0.505)	2.863 (p=0.581)	11.346 (p=0.023)
Cohen's w effect size				
(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	0.064
Interpretation				
Not sig.	Not sig.	Not sig.	Not sig.	Small

Table I-2-11

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
9.292 (p=0.054)	92.177 (p=0.000)	3.908 (p=0.419)	19.407 (p=0.001)	28.802 (p=0.000)	6.650 (p=0.156)	10.752 (p=.228)
Cohen's w effect size						
(p>0.050)	0.182	(p>0.050)	0.083	0.101	(p>0.050)	0.062
Interpretation						
Not sig.	Small	Not sig.	Small	Small	Not sig.	Small

Table I-2-11-1

Without MSA- HSA how would the curricular emphasis on writing change in your school or district? (check one) Percent Missing: 18

Answer Options (Cells are percentages by Columns)

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

	HSA English	Not HSA English	Total
There would be much more emphasis.	34	15	17
There would be somewhat more emphasis.	24	19	20
There would be about the same emphasis.	34	53	51
There would be somewhat less emphasis.	7	11	10
There would be much less emphasis.	1	2	2
Column Counts (N's)	341	2457	2798
Inferential Information			
Chi-square test of independence	92.177 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.182		Small

Table I-3-1

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 24

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
There would be much more emphasis.	7	9	7
There would be somewhat more emphasis.	7	12	9
There would be about the same emphasis.	72	67	70
There would be somewhat less emphasis.	12	11	11
There would be much less emphasis.	3	2	2
Column Counts (N's)	1303	1063	2366
Inferential Information			
Chi-square test of independence	23.379 (df=4, p=0.000)		Interpretation
Cohen's w effect size	0.099		Small

Table I-3-2

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 24

Answer Options (Cells are percentages by Columns)

Percent of free and reduced meals (FARMS)

	Low	High	Total
There would be much more emphasis.	8	7	7
There would be somewhat more emphasis.	9	9	9
There would be about the same emphasis.	68	71	70
There would be somewhat less emphasis.	13	11	11
There would be much less emphasis.	2	2	2
Column Counts (N's)	1116	1250	2366
Inferential Information			
			Interpretation

Chi-square test of independence 4.698 (df=4, p=0.320) Not sig.

Table I-3-3

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 24

Answer Options (Cells are percentages by Columns) **Do you work at school level or county level?**

	School	County	Total
There would be much more emphasis.	7	6	7
There would be somewhat more emphasis.	9	8	9
There would be about the same emphasis.	70	64	69
There would be somewhat less emphasis.	11	16	12
There would be much less emphasis.	2	7	3
Column Counts (N's)	2366	214	2580

Inferential Information

Chi-square test of independence 19.414 (df=4, p-value=0.001) Interpretation
Cohen's w effect size 0.087 Small

Table I-3-4

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing:24

What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	17	5	8	9	7
There would be somewhat more emphasis.	13	12	8	3	9
There would be about the same emphasis.	57	69	70	66	69
There would be somewhat less emphasis.	10	12	12	16	12
There would be much less emphasis.	3	3	2	7	3

Column Counts (N's)	30	687	1805	58	2580
Inferential Results					
Chi-square test of independence		23.657 (df=12, p=0.023)			Interpretation
Cohen's w effect size		0.095			Small

Table I-3-5

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 25

Answer Options (Cells are percentages by Columns)	What is your job role?					Overall
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	
There would be much more emphasis.	10	7	10	2	7	7
There would be somewhat more emphasis.	10	9	7	6	5	9
There would be about the same emphasis.	67	70	72	69	67	69
There would be somewhat less emphasis.	11	12	9	15	16	12
There would be much less emphasis.	3	2	3	8	5	3
Column Counts (N's)	333	1944	187	48	61	2573
Inferential Results						
Chi-square test of independence		21.903 (df=16, p=0.146)				Interpretation
						Not sig.

Table I-3-6

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 24

Answer Options (Cells are percentages by Columns)	Including the current year, how long have you been employed in an educational setting?					Overall
	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	
There would be much more emphasis.	4	5	7	6	9	7
There would be	12	11	11	9	8	9

somewhat more emphasis.	65	70	68	72	69	69
There would be about the same emphasis.						
There would be somewhat less emphasis.	16	13	11	11	12	12
There would be much less emphasis.	3	1	3	2	3	3
Column Counts (N's)	141	407	555	456	1021	2580
Inferential Results					Interpretation	
Chi-square test of independence		23.514 (df=16, p=0.101)			Not sig.	

Table I-3-7

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 23

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	6	5	9	8	12	7
There would be somewhat more emphasis.	10	11	7	5	9	9
There would be about the same emphasis.	69	69	68	74	66	69
There would be somewhat less emphasis.	12	12	13	9	11	12
There would be much less emphasis.	3	2	3	4	2	3
Column Counts (N's)	610	844	551	253	322	2580
Inferential Results					Interpretation	
Chi-square test of independence		43.381 (df=16, p=0.000)			Small	
Cohen's w effect size		0.130				

Table I-3-8

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 27

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	4	4	6	12	7

There would be somewhat more emphasis.	7	8	8	14	10
There would be about the same emphasis.	79	73	68	61	69
There would be somewhat less emphasis.	9	13	16	11	12
There would be much less emphasis.	2	3	3	2	2
Column Counts (N's)	721	278	667	811	2477

Inferential Results

Chi-square test of independence	103.120 (df=12, p=0.000)	Interpretation
Cohen's w effect size	0.204	Small

Table I-3-9

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 24

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
31.807 (p=0.000)	29.369 (p=0.000)	4.716 (p=0.318)	15.326 (p=0.004)	3.857 (p=0.426)	2.374 (p=.677)
Cohen's w effect size					
0.111	0.107	(p>0.050)	0.077	(p>0.050)	(p>0.050)
Interpretation					
Small	Small	Not sig.	Small	Not sig.	Not sig.

Table I-3-10

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 24

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
6.522 (p=0.163)	11.124 (p=0.025)	11.673 (p=0.020)	18.628 (p=0.001)	4.421 (p=0.352)
Cohen's w effect size				
(p>0.050)	0.066	0.067	0.085	(p>0.050)
Interpretation				
Not sig.	Not sig.	Small	Small	Not sig.

Table I-3-11

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 24

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
51.658 (p=0.000)	40.530 (p=0.000)	102.852 (p=0.000)	43.271 (p=0.000)	35.731 (p=0.000)	26.398 (p=0.000)	13.444 (p=.009)
Cohen's w effect size						
0.142	0.125	0.200	0.130	0.118	0.101	0.072
Interpretation						
Small	Small	Medium	Small	Small	Small	Small

Table I-3-11-1

Without MSA- HSA how would the curricular emphasis on math change in your school or district? (check one) Percent Missing: 24

Answer Options (Cells are percentages by Columns)

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

	HSA Algebra	Not HSA Algebra	Total
There would be much more emphasis.	18	6	7
There would be somewhat more emphasis.	16	8	9
There would be about the same emphasis.	55	72	69
There would be somewhat less emphasis.	9	12	12
There would be much less emphasis.	3	3	3
Column Counts (N's)	366	2214	2580
Inferential Information			
Chi-square test of independence	102.852 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.200		Medium

Table I-4-1

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
There would be much more emphasis.	8	13	10
There would be somewhat more emphasis.	15	20	17
There would be about the same emphasis.	62	54	58
There would be somewhat less emphasis.	13	11	12
There would be much less emphasis.	3	2	2
Column Counts (N's)	1241	1023	2264
Inferential Information			

Chi-square test of independence	35.817 (df=4, p=0.000)	Interpretation
Cohen's w effect size	0.126	Small

Table I-4-2

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Percent of free and reduced meals (FARMS)		
	Low	High	Total
There would be much more emphasis.	12	9	10
There would be somewhat more emphasis.	16	19	17
There would be about the same emphasis.	58	59	58
There would be somewhat less emphasis.	12	12	12
There would be much less emphasis.	2	2	2
Column Counts (N's)	1067	1197	2264
Inferential Information			Interpretation
Chi-square test of independence	7.131 (df=4, p=0.129)		Not sig.

Table I-4-3

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
There would be much more emphasis.	10	9	10
There would be somewhat more emphasis.	17	15	17
There would be about the same emphasis.	58	46	57
There would be somewhat less emphasis.	12	22	13
There would be much less emphasis.	2	8	3
Column Counts (N's)	2264	207	2471
Inferential Information			Interpretation
Chi-square test of independence	44.214 (df=4, p-value=0.000)		

Cohen's w effect size

0.134

Small

Table I-4-4

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing:28

What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	16	11	10	9	10
There would be somewhat more emphasis.	16	17	17	14	17
There would be about the same emphasis.	41	56	58	57	57
There would be somewhat less emphasis.	22	13	13	16	13
There would be much less emphasis.	6	3	3	4	3
Column Counts (N's)	32	642	1741	56	2471
Inferential Results					Interpretation
Chi-square test of independence	9.000 (df=12, p=0.703)				Not sig.

Table I-4-5

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

What is your job role?

Answer Options (Cells are percentages by Columns)	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
There would be much more emphasis.	10	10	7	9	7	10
There would be somewhat more emphasis.	19	17	16	22	14	17
There would be about the same emphasis.	55	58	63	39	47	57

There would be somewhat less emphasis.	13	12	12	20	24	13
There would be much less emphasis.	3	2	3	11	9	3
Column Counts (N's)	331	1843	186	46	58	2464
Inferential Results						
Chi-square test of independence	38.324 (df=16, p=0.001)				Interpretation	
Cohen's w effect size	0.124				Small	

Table I-4-6

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	12	12	11	9	9	10
There would be somewhat more emphasis.	18	21	19	16	16	17
There would be about the same emphasis.	47	54	54	62	60	57
There would be somewhat less emphasis.	22	12	14	11	12	13
There would be much less emphasis.	1	2	3	3	3	3
Column Counts (N's)	133	389	525	440	984	2471
Inferential Results						
Chi-square test of independence	28.213 (df=16, p=0.030)				Interpretation	
Cohen's w effect size	0.107				Small	

Table I-4-7

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	10	9	12	6	12	10

There would be somewhat more emphasis.	20	20	15	13	13	17
There would be about the same emphasis.	53	56	57	65	62	57
There would be somewhat less emphasis.	15	12	14	11	10	13
There would be much less emphasis.	2	3	3	4	3	3
Column Counts (N's)	590	796	533	242	310	2471
Inferential Results						
Chi-square test of independence	32.574 (df=16, p=0.008)				Interpretation	
Cohen's w effect size	0.115				Small	

Table I-4-8

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 31

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	9	11	10	10	10
There would be somewhat more emphasis.	20	19	15	17	18
There would be about the same emphasis.	55	51	60	60	58
There would be somewhat less emphasis.	14	17	12	9	12
There would be much less emphasis.	3	3	3	3	3
Column Counts (N's)	700	267	646	756	2369
Inferential Results					
Chi-square test of independence	21.910 (df=12, p=0.039)				Interpretation
Cohen's w effect size	0.096				Small

Table I-4-9

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
1.083 (p=0.897)	1.376 (p=0.848)	5.712 (p=0.222)	6.035 (p=0.197)	3.485 (p=0.480)	7.266 (p=.122)
Cohen's w effect size					

(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Not sig.	Not sig.	Not sig.	Not sig.	Not sig.	Not sig.

Table I-4-10

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
1.378 (p=0.848)	3.603 (p=0.462)	3.540 (p=0.472)	11.679 (p=0.020)	13.663 (p=0.008)
Cohen's w effect size				
(p>0.050)	(p>0.050)	(p>0.050)	0.069	0.074
Interpretation				
Not sig.	Not sig.	Not sig.	Small	Small

Table I-4-11

Without MSA- HSA how would the curricular emphasis on science change in your school or district? (check one) Percent Missing: 28

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
8.065 (p=0.089)	11.588 (p=0.021)	5.939 (p=0.204)	14.557 (p=0.006)	8.473 (p=0.076)	2.068 (p=0.723)	5.387 (p=.250)
Cohen's w effect size						
(p>0.050)	0.068	(p>0.050)	0.077	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation						
Not sig.	Small	Not sig.	Small	Not sig.	Not sig.	Not sig.

Table I-5-1

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
There would be much more emphasis.	12	17	14
There would be somewhat more emphasis.	18	26	22
There would be about the same emphasis.	60	47	54
There would be somewhat less emphasis.	8	9	9
There would be much less emphasis.	2	2	2
Column Counts (N's)	1230	1029	2259
Inferential Information			
Chi-square test of independence	40.701 (df=4, p=0.000)		Interpretation
Cohen's w effect size	0.134		Small

Table I-5-2

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)

Percent of free and reduced meals (FARMS)

	Low	High	Total
There would be much more emphasis.	15	13	14
There would be somewhat more emphasis.	21	22	22
There would be about the same emphasis.	53	55	54
There would be somewhat less emphasis.	9	8	9
There would be much less emphasis.	2	2	2
Column Counts (N's)	1072	1187	2259
Inferential Information			Interpretation

Chi-square test of independence

3.569 (df=4, p=0.467)

Not sig.

Table I-5-3

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
There would be much more emphasis.	14	16	14
There would be somewhat more emphasis.	22	22	22
There would be about the same emphasis.	54	45	53
There would be somewhat less emphasis.	9	12	9
There would be much less emphasis.	2	6	2
Column Counts (N's)	2259	208	2467
Inferential Information			
Chi-square test of independence	22.600 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.096		Small

Table I-5-4

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing:28

What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	16	15	14	10	14
There would be somewhat more emphasis.	16	22	22	24	22
There would be about the same emphasis.	41	51	55	46	53
There would be somewhat less emphasis.	19	10	8	15	9
There would be much less emphasis.	9	2	2	5	2
Column Counts (N's)	32	646	1730	59	2467
Inferential Results					

Chi-square test of independence	23.138 (df=12, p=0.027)	Interpretation
Cohen's w effect size	0.097	Small

Table I-5-5

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	What is your job role?					Overall
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	
There would be much more emphasis.	14	14	11	22	12	14
There would be somewhat more emphasis.	23	21	21	28	27	22
There would be about the same emphasis.	52	54	60	37	43	53
There would be somewhat less emphasis.	8	9	7	7	12	9
There would be much less emphasis.	3	2	2	7	7	2
Column Counts (N's)	333	1836	185	46	60	2460
Inferential Results						Interpretation
Chi-square test of independence	25.511 (df=16, p=0.061)					Not sig.

Table I-5-6

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Including the current year, how long have you been employed in an educational setting?					Overall
	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	
There would be much more emphasis.	15	16	17	13	13	14
There would be somewhat more emphasis.	24	24	20	19	22	22

There would be about the same emphasis.	45	50	52	58	54	53
There would be somewhat less emphasis.	15	9	8	8	9	9
There would be much less emphasis.	1	1	3	2	3	2
Column Counts (N's)	136	386	521	440	984	2467
Inferential Results						Interpretation
Chi-square test of independence	23.296 (df=16, p=0.106)					Not sig.

Table I-5-7

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	15	14	16	12	13	14
There would be somewhat more emphasis.	25	23	19	16	21	22
There would be about the same emphasis.	48	53	53	62	57	53
There would be somewhat less emphasis.	11	8	9	8	7	9
There would be much less emphasis.	1	2	3	3	2	2
Column Counts (N's)	583	788	542	244	310	2467
Inferential Results						Interpretation
Chi-square test of independence	30.544 (df=16, p=0.015)					
Cohen's w effect size	0.111					Small

Table I-5-8

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 31

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	15	19	14	12	14
There would be somewhat more emphasis.	26	26	25	14	22

There would be about the same emphasis.	49	44	52	62	53
There would be somewhat less emphasis.	8	9	7	10	9
There would be much less emphasis.	2	2	2	2	2
Column Counts (N's)	699	257	642	769	2367
Inferential Results					
Chi-square test of independence	60.452 (df=12, p=0.000)				Interpretation
Cohen's w effect size	0.160				Small

Table I-5-9

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
5.940 (p=0.204)	4.613 (p=0.329)	6.429 (p=0.169)	1.974 (p=0.740)	4.444 (p=0.349)	4.185 (p=.382)
Cohen's w effect size					
(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation					
Not sig.	Not sig.	Not sig.	Not sig.	Not sig.	Not sig.

Table I-5-10

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
3.443 (p=0.487)	8.734 (p=0.068)	3.381 (p=0.496)	10.454 (p=0.033)	20.103 (p=0.000)
Cohen's w effect size				
(p>0.050)	(p>0.050)	(p>0.050)	0.065	0.090
Interpretation				
Not sig.	Not sig.	Not sig.	Small	Small

Table I-5-11

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
56.266 (p=0.000)	11.177 (p=0.025)	3.328 (p=0.504)	3.100 (p=0.541)	10.345 (p=0.035)	14.696 (p=0.005)	3.992 (p=.407)
Cohen's w effect size						
0.151	0.067	(p>0.050)	(p>0.050)	0.065	0.077	(p>0.050)
Interpretation						
Small	Small	Not sig.	Not sig.	Small	Small	Not sig.

Table I-5-11-1

Without MSA- HSA how would the curricular emphasis on social studies change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns) **With which of the state tests are you most familiar? (check the one or more most closely related to your job role)**

	MSA	Not MSA	Total
There would be much more emphasis.	16	11	14
There would be somewhat more emphasis.	25	15	22
There would be about the same emphasis.	49	61	53
There would be somewhat less emphasis.	8	11	9
There would be much less emphasis.	2	2	2
Column Counts (N's)	1642	825	2467
Inferential Information			
Chi-square test of independence	56.266 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.151		Small

Table I-6-1

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 33

Answer Options (Cells are percentages by Columns) **Aggregated Performance**

	Low	High	Total
There would be much more emphasis.	11	15	13
There would be somewhat more emphasis.	24	23	23
There would be about the same emphasis.	61	58	60
There would be somewhat less emphasis.	3	2	3
There would be much less emphasis.	1	1	1
Column Counts (N's)	1151	948	2099
Inferential Information			

Chi-square test of independence	9.472 (df=4, p=0.050)	Interpretation
Cohen's w effect size	0.067	Small

Table I-6-2

Without MSA- HSA how would the curricular emphasis on physical education

change in your school or district? (check one) Percent Missing: 33

Answer Options (Cells are percentages by Columns)	Percent of free and reduced meals (FARMS)		
	Low	High	Total
There would be much more emphasis.	13	13	13
There would be somewhat more emphasis.	23	24	23
There would be about the same emphasis.	60	59	60
There would be somewhat less emphasis.	3	3	3
There would be much less emphasis.	1	1	1
Column Counts (N's)	1000	1099	2099
Inferential Information			Interpretation
Chi-square test of independence	1.357 (df=4, p=0.852)		Not sig.

Table I-6-3

Without MSA- HSA how would the curricular emphasis on physical education

change in your school or district? (check one) Percent Missing: 33

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
There would be much more emphasis.	13	12	13
There would be somewhat more emphasis.	23	29	24
There would be about the same emphasis.	60	55	59
There would be somewhat less emphasis.	3	3	3
There would be much less emphasis.	1	1	1
Column Counts (N's)	2099	187	2286
Inferential Information			Interpretation
Chi-square test of independence	3.862 (df=4, p-value=0.425)		Not sig.

Table I-6-4

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 33

What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	13	13	13	8	13
There would be somewhat more emphasis.	7	24	24	30	24
There would be about the same emphasis.	67	59	60	51	59
There would be somewhat less emphasis.	3	3	3	8	3
There would be much less emphasis.	10	2	1	4	1
Column Counts (N's)	30	599	1604	53	2286
Inferential Results					
Chi-square test of independence	33.352 (df=12, p=0.001)				Interpretation
Cohen's w effect size	0.121				Small

Table I-6-5

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 33

What is your job role?

Answer Options (Cells are percentages by Columns)	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
There would be much more emphasis.	14	13	9	15	4	13
There would be somewhat more emphasis.	27	23	20	37	31	24
There would be about the same emphasis.	55	59	68	49	60	59

There would be somewhat less emphasis.	3	3	2	0	4	3
There would be much less emphasis.	1	1	1	0	2	1
Column Counts (N's)	308	1702	177	41	52	2280
Inferential Results						Interpretation
Chi-square test of independence	19.656 (df=16, p=0.236)					Not sig.

Table I-6-6

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 33

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	12	14	15	12	11	13
There would be somewhat more emphasis.	22	25	24	25	23	24
There would be about the same emphasis.	61	57	56	59	62	59
There would be somewhat less emphasis.	4	2	3	2	3	3
There would be much less emphasis.	0	1	1	2	1	1
Column Counts (N's)	121	369	486	399	911	2286
Inferential Results						Interpretation
Chi-square test of independence	12.305 (df=16, p=0.723)					Not sig.

Table I-6-7

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 33

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	13	13	15	11	9	13
There would be somewhat more emphasis.	25	24	23	22	23	24
There would be about the same emphasis.	59	59	56	61	65	59
There would be somewhat less	2	3	4	3	2	3

emphasis.						
There would be much less emphasis.	1	1	2	2	1	1
Column Counts (N's)	546	745	482	219	294	2286
Inferential Results					Interpretation	
Chi-square test of independence		16.196 (df=16, p=0.439)			Not sig.	

Table I-6-8

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 36
Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	11	12	12	16	13
There would be somewhat more emphasis.	18	25	28	25	24
There would be about the same emphasis.	68	59	55	55	59
There would be somewhat less emphasis.	2	2	3	3	3
There would be much less emphasis.	1	2	1	1	1
Column Counts (N's)	632	231	609	718	2190
Inferential Results					
Chi-square test of independence		38.084 (df=12, p=0.000)			Interpretation
Cohen's w effect size		0.132			Small

Table I-6-9

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 33
Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
14.452 (p=0.006)	14.898 (p=0.005)	25.133 (p=0.000)	7.586 (p=0.108)	10.209 (p=0.037)	6.383 (p=.172)
Cohen's w effect size					
0.080	0.081	0.105	(p>0.050)	0.067	(p>0.050)
Interpretation					
Small	Small	Small	Not sig.	Small	Not sig.

Table I-6-10

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 33

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
1.574 (p=0.813)	10.507 (p=0.033)	1.750 (p=0.782)	14.520 (p=0.006)	25.105 (p=0.000)
Cohen's w effect size				
(p>0.050)	0.068	(p>0.050)	0.080	0.105
Interpretation				
Not sig.	Small	Not sig.	Small	Small

Table I-6-11

Without MSA- HSA how would the curricular emphasis on physical education change in your school or district? (check one) Percent Missing: 33

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
8.045 (p=0.090)	7.200 (p=0.126)	2.386 (p=0.665)	9.434 (p=0.051)	11.834 (p=0.019)	0.457 (p=0.978)	5.189 (p=.268)
Cohen's w effect size						
(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	0.072	(p>0.050)	(p>0.050)
Interpretation						
Not sig.	Not sig.	Not sig.	Not sig.	Small	Not sig.	Not sig.

Table I-7-1

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Aggregated Performance		
	Low	High	Total
There would be much more emphasis.	19	21	20
There would be somewhat more emphasis.	31	29	30
There would be about the same emphasis.	46	47	47
There would be somewhat less emphasis.	3	2	3
There would be much less emphasis.	1	1	1
Column Counts (N's)	1207	1042	2249
Inferential Information			Interpretation
Chi-square test of independence	4.788 (df=4, p=0.310)		Not sig.

Table I-7-2

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Percent of free and reduced meals (FARMS)		
	Low	High	Total
There would be much more emphasis.	20	20	20
There would be somewhat more emphasis.	29	31	30
There would be about the same emphasis.	47	46	47
There would be somewhat less emphasis.	3	2	3
There would be much less emphasis.	1	1	1
Column Counts (N's)	1060	1189	2249
Inferential Information			Interpretation
Chi-square test of independence	618 (df=4, p=0.961)		Not sig.

Table I-7-3

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
There would be much more emphasis.	20	23	20
There would be somewhat more emphasis.	30	35	30
There would be about the same emphasis.	47	37	46
There would be somewhat less emphasis.	3	4	3
There would be much less emphasis.	1	2	1
Column Counts (N's)	2249	201	2450
Inferential Information			Interpretation
Chi-square test of independence	7.603 (df=4, p-value=0.107)		Not sig.
Cohen's w effect size	0.100		

Table I-7-4

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing:28

Answer Options (Cells are percentages by Columns)	What is the highest level of education you have completed?				
	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	14	20	20	16	20
There would be somewhat more emphasis.	7	32	30	31	30
There would be about the same emphasis.	66	45	46	44	46
There would be somewhat less emphasis.	3	3	3	4	3
There would be much less emphasis.	10	1	1	6	1
Column Counts (N's)	29	654	1712	55	2450
Inferential Results					
Chi-square test of independence	41.830 (df=12, p=0.008)				Interpretation
Cohen's w effect size	0.131				Small

Table I-7-5

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing:

Answer Options (Cells are percentages by Columns)	What is your job role?				
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other

There would be much more emphasis.	18	21	14	18	19	20
There would be somewhat more emphasis.	33	30	24	42	33	30
There would be about the same emphasis.	44	45	60	38	44	46
There would be somewhat less emphasis.	3	3	1	2	0	3
There would be much less emphasis.	1	1	1	0	4	1
Column Counts (N's)	315	1846	181	45	57	2444
Inferential Results						
Chi-square test of independence	27.199 (df=16, p=0.039)				Interpretation	
Cohen's w effect size	0.105				Small	

Table I-7-6

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Including the current year, how long have you been employed in an educational setting?					Overall
	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	
There would be much more emphasis.	21	22	23	18	19	20
There would be somewhat more emphasis.	31	32	31	31	29	30
There would be about the same emphasis.	46	43	42	48	48	46
There would be somewhat less emphasis.	3	3	3	2	3	3
There would be much less emphasis.	0	0	1	1	2	1
Column Counts (N's)	131	395	526	425	973	2450
Inferential Results						
Chi-square test of independence	14.993 (df=16, p=0.525)				Interpretation	
					Not sig.	

Table I-7-7

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Including the current year, how long have you been in your current position?					Overall
	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	

by Columns)	years					
There would be much more emphasis.	20	20	23	19	16	20
There would be somewhat more emphasis.	34	31	27	26	30	30
There would be about the same emphasis.	42	46	45	51	50	46
There would be somewhat less emphasis.	3	3	3	3	2	3
There would be much less emphasis.	0	1	2	1	2	1
Column Counts (N's)	588	792	527	235	308	2450
Inferential Results						Interpretation
Chi-square test of independence	24.464 (df=16, p=0.080)				Not sig.	

Table I-7-8

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 31

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	14	20	20	25	20
There would be somewhat more emphasis.	24	32	35	31	30
There would be about the same emphasis.	58	43	41	40	46
There would be somewhat less emphasis.	3	3	3	2	3
There would be much less emphasis.	1	2	1	1	1
Column Counts (N's)	651	240	653	806	2350
Inferential Results					Interpretation
Chi-square test of independence	61.919 (df=12, p=0.000)				Small
Cohen's w effect size	0.162				

Table I-7-9

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 28

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
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Chi-square test of independence (df=4)					
5.885 (p=0.208)	14.288 (p=0.006)	36.362 (p=0.000)	9.015 (p=0.061)	7.555 (p=0.109)	16.126 (p=.003)
Cohen's w effect size					
(p>0.050)	0.076	0.122	(p>0.050)	(p>0.050)	0.081
Interpretation					
Not sig.	Small	Small	Not sig.	Not sig.	Small

Table I-7-10

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 28

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
2.180 (p=0.703)	3.846 (p=0.427)	4.447 (p=0.349)	10.830 (p=0.029)	16.931 (p=0.002)
Cohen's w effect size				
(p>0.050)	(p>0.050)	(p>0.050)	0.066	0.083
Interpretation				
Not sig.	Not sig.	Not sig.	Small	Small

Table I-7-11

Without MSA- HSA how would the curricular emphasis on arts change in your school or district? (check one) Percent Missing: 28

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
10.876 (p=0.028)	21.472 (p=0.000)	.931 (p=0.920)	4.887 (p=0.299)	8.609 (p=0.072)	1.566 (p=0.815)	4.177 (p=.383)
Cohen's w effect size						
0.067	0.094	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation						
Small	Small	Not sig.	Not sig.	Not sig.	Not sig.	Not sig.

Table I-8-1

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)

	Aggregated Performance		
	Low	High	Total
There would be much more emphasis.	13	17	15
There would be somewhat more emphasis.	31	33	32
There would be about the same emphasis.	52	45	49
There would be somewhat less emphasis.	3	3	3
There would be much less emphasis.	1	1	1
Column Counts (N's)	1224	1015	2239
Inferential Information			
Chi-square test of independence	13.676 (df=4, p=0.008)		Interpretation
Cohen's w effect size	0.078		Small

Table I-8-2

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)

	Percent of free and reduced meals (FARMS)		
	Low	High	Total
There would be much more emphasis.	16	15	15
There would be somewhat more emphasis.	30	34	32
There would be about the same emphasis.	49	48	49
There would be somewhat less emphasis.	4	2	3
There would be much less emphasis.	1	1	1
Column Counts (N's)	1053	1186	2239
Inferential Information			
Chi-square test of independence	6.167 (df=4, p=0.187)		Interpretation
			Not sig.

Table I-8-3

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
There would be much more emphasis.	15	14	15
There would be somewhat more emphasis.	32	35	32
There would be about the same emphasis.	49	45	48
There would be somewhat less emphasis.	3	3	3
There would be much less emphasis.	1	2	1
Column Counts (N's)	2239	208	2447
Inferential Information			Interpretation
Chi-square test of independence	3.882 (df=4, p-value=0.422)		Not sig.

Table I-8-4

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28
What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	10	17	15	11	15
There would be somewhat more emphasis.	7	31	33	42	32
There would be about the same emphasis.	59	48	49	44	48
There would be somewhat less emphasis.	14	3	3	2	3
There would be much less emphasis.	10	1	1	2	1
Column Counts (N's)	29	645	1718	55	2447
Inferential Results					Interpretation
Chi-square test of independence	26.884 (df=12, p=0.000)				Small
Cohen's w effect size	0.135				

Table I-8-5

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28

Answer Options (Cells are percentages by Columns)	What is your job role?					Overall
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	
There would be much more emphasis.	13	16	8	10	14	15

There would be somewhat more emphasis.	51	47	64	43	47	48
There would be about the same emphasis.	3	3	2	0	2	3
There would be somewhat less emphasis.	1	1	1	0	3	1
There would be much less emphasis.	304	1862	174	42	58	2440
Column Counts (N's)						
Inferential Results						
Chi-square test of independence		32.640 (df=16, p=0.008)			Interpretation	
Cohen's w effect size		0.116			Small	

Table I-8-6

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28
Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	17	18	18	13	13	15
There would be somewhat more emphasis.	26	34	36	33	31	32
There would be about the same emphasis.	51	46	42	50	52	48
There would be somewhat less emphasis.	6	2	3	3	3	3
There would be much less emphasis.	1	1	2	1	1	1
Column Counts (N's)	132	386	540	427	962	2447
Inferential Results						
Chi-square test of independence		29.875 (df=16, p=0.019)			Interpretation	
Cohen's w effect size		0.110			Small	

Table I-8-7

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28
Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	16	16	14	13	13	15

There would be somewhat more emphasis.	33	32	34	30	33	32
There would be about the same emphasis.	48	49	47	52	50	48
There would be somewhat less emphasis.	3	2	3	4	3	3
There would be much less emphasis.	1	1	2	2	1	1
Column Counts (N's)	578	776	549	234	310	2447
Inferential Results						Interpretation
Chi-square test of independence	9.591 (df=16, p=0.887)					Not sig.

Table I-8-8

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 31
Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	10	13	15	20	15
There would be somewhat more emphasis.	26	29	35	36	32
There would be about the same emphasis.	60	51	45	42	48
There would be somewhat less emphasis.	4	4	4	2	3
There would be much less emphasis.	1	3	1	1	1
Column Counts (N's)	646	230	616	858	2350
Inferential Results					Interpretation
Chi-square test of independence	80.191 (df=12, p=0.000)				Small
Cohen's w effect size	0.185				

Table I-8-9

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28
Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
13.253	12.785	33.590	3.206	2.766	17.952

(p=0.010)	(p=0.000)	(p=0.000)	(p=0.524)	(p=0.598)	(p=.001)
Cohen's w effect size					
0.074	0.072	0.117	(p>0.050)	(p>0.050)	0.086
Interpretation					
Small	Small	Small	Not sig.	Not sig.	Small

Table I-8-10

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
10.239	12.991	10.857	20.489	21.106
(p=0.037)	(p=0.011)	(p=0.028)	(p=0.000)	(p=0.000)
Cohen's w effect size				
0.065	0.073	0.067	0.092	0.093
Interpretation				
Small	Small	Small	Small	Small

Table I-8-11

Without MSA- HSA how would the curricular emphasis on other subjects not included above change in your school or district? (check one) Percent Missing: 28

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
37.105	29.301	2.190	14.432	5.668	1.902	1.167
(p=0.000)	(p=0.000)	(p=0.701)	(p=0.006)	(p=0.225)	(p=0.745)	(p=.884)
Cohen's w effect size						
0.123	0.109	0.063	0.077	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation						
Small	Small	Small	Small	Not sig.	Not sig.	Not sig.

Table I-9-1

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
Very different.	19	15	17
Different.	35	38	37
Just a bit different.	32	33	32
Not at all different.	14	14	14
Column Counts (N's)	1244	1431	2675
Inferential Information			Interpretation
Chi-square test of independence	5.558 (df=3, p=0.135)		Not sig.

Table I-9-2

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

Answer Options (Cells are percentages by Columns)

Percent of free and reduced meals (FARMS)

	Low	High	Total
Very different.	16	19	17
Different.	38	35	37
Just a bit different.	32	33	32
Not at all different.	14	14	14
Column Counts (N's)	1477	1198	2675
Inferential Information			Interpretation
Chi-square test of independence	5.394 (df=3, p=0.145)		Not sig.

Table I-9-3

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
Very different.	17	12	17
Different.	37	42	37
Just a bit different.	32	33	32
Not at all different.	14	13	14
Column Counts (N's)	2675	255	2930
Inferential Information			Interpretation
Chi-square test of independence	5.549 (df=3, p-value=0.136)		Not sig.

Table I-9-4

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing:14

Answer Options (Cells are percentages by Columns)	What is the highest level of education you have completed?				
	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
Very different.	23	17	17	13	17
Different.	48	41	35	34	37
Just a bit different.	13	32	33	31	32
Not at all different.	16	11	15	21	14
Column Counts (N's)	31	788	2041	70	2930
Inferential Results					
Chi-square test of independence	23.527 (df=9, p=0.005)				Interpretation
Cohen's w effect size	0.090				Small

Table I-9-5

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

Answer Options (Cells are percentages by Columns)	What is your job role?					
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
Very different.	15	17	12	10	10	17
Different.	41	37	35	37	38	37
Just a bit different.	31	33	31	42	32	32
Not at all different.	13	14	21	10	19	14
Column Counts (N's)	351	2258	188	59	68	2924
Inferential Results						
Chi-square test of independence	19.885 (df=12, p=0.069)				Interpretation	
					Not sig.	

Table I-9-6

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Very different.	22	16	18	18	14	17
Different.	38	41	40	38	33	37
Just a bit different.	33	32	32	29	34	32
Not at all different.	7	11	10	15	18	14
Column Counts (N's)	172	464	639	495	1160	2930
Inferential Results						
Chi-square test of independence	54.569 (df=12, p=0.000)					Interpretation
Cohen's w effect size	0.136					Small

Table I-9-7

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Very different.	18	16	16	14	19	17
Different.	39	39	38	35	28	37
Just a bit different.	33	32	33	31	34	32
Not at all different.	11	13	14	20	19	14
Column Counts (N's)	684	941	643	294	368	2930
Inferential Results						
Chi-square test of independence	36.106 (df=12, p=0.000)					Interpretation
Cohen's w effect size	0.111					Small

Table I-9-8

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 17

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
Very different.	11	17	17	20	17
Different.	31	36	36	42	37
Just a bit different.	38	29	35	28	33
Not at all different.	19	19	12	10	14
Column Counts (N's)	727	302	747	1048	2824
Inferential Results					
Chi-square test of independence	85.622 (df=9, p=0.000)				Interpretation
Cohen's w effect size	0.174				Small

Table I-9-9

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
3.896 (p=0.273)	13.991 (p=0.003)	5.759 (p=0.124)	5.241 (p=0.155)	1.746 (p=0.627)	.969 (p=.809)
Cohen's w effect size					
(p>0.050)	0.069	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation					
Not sig.	Small	Not sig.	Not sig.	Not sig.	Not sig.

Table I-9-10

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
.833 (p=0.842)	9.415 (p=0.024)	9.658 (p=0.022)	15.376 (p=0.002)	15.497 (p=0.001)
Cohen's w effect size				
(p>0.050)	0.057	0.057	0.072	0.073
Interpretation				
Not sig.	Small	Small	Small	Small

Table I-9-11

Without MSA- HSA how would the content taught in the tested subjects change in your school or district? (check one) Percent Missing: 14

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
35.007 (p=0.000)	16.433 (p=0.001)	10.557 (p=0.014)	10.166 (p=0.017)	3.761 (p=0.288)	7.265 (p=0.064)	3.124 (p=.373)
Cohen's w effect size						
0.109	0.057	0.060	0.059	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation						

Small Small Small Small Not sig. Not sig. Not sig.

Table I-10-1

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
There would be much more emphasis.	17	19	18
There would be somewhat more emphasis.	25	25	25
There would be about the same emphasis.	52	51	51
There would be somewhat less emphasis.	5	5	5
There would be much less emphasis.	1	1	1
Column Counts (N's)	1523	1247	2770
Inferential Information			Interpretation
Chi-square test of independence	4.786 (df=4, p=0.310)		Not sig.

Table I-10-2

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

Answer Options (Cells are percentages by Columns)

Percent of free and reduced meals (FARMS)

	Low	High	Total
There would be much more emphasis.	17	19	18
There would be somewhat more emphasis.	24	26	25
There would be about the same emphasis.	52	51	51
There would be somewhat less emphasis.	6	4	5
There would be much less emphasis.	1	0	1
Column Counts (N's)	1282	1488	2770
Inferential Information			Interpretation
Chi-square test of independence	19.760 (df=4, p=0.001)		Small
Cohen's w effect size	0.084		

Table I-10-3

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
There would be much more emphasis.	18	17	18
There would be somewhat more emphasis.	25	27	25
There would be about the same emphasis.	51	46	51
There would be somewhat less emphasis.	5	8	5
There would be much less emphasis.	1	2	1
Column Counts (N's)	2770	262	3032
Inferential Information			Interpretation
Chi-square test of independence	9.225 (df=4, p-value=0.056)		Not sig.

Table I-10-4

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
There would be much more emphasis.	18	16	18	17	18
There would be somewhat more emphasis.	21	29	24	35	25
There would be about the same emphasis.	46	49	52	39	51
There would be somewhat less emphasis.	11	6	5	8	5
There would be much less emphasis.	4	0	1	1	1
Column Counts (N's)	28	812	2120	72	3032
Inferential Results					Interpretation
Chi-square test of independence	23.451 (df=12, p=0.024)				Small
Cohen's w effect size	0.088				

Table I-10-5

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

Answer Options (Cells are percentages by Columns)	What is your job role?					Overall
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	
There would be much more emphasis.	18	18	15	16	13	18
There would be somewhat more emphasis.	28	25	21	28	33	25
There would be about the same emphasis.	43	52	57	49	46	51
There would be somewhat less emphasis.	9	5	6	5	9	5
There would be much less emphasis.	3	1	1	2	0	1
Column Counts (N's)	360	2344	190	61	70	3025
Inferential Results						
Chi-square test of independence	38.375 (df=16, p=0.001)					Interpretation
Cohen's w effect size	0.113					Small

Table I-10-6

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing:

Answer Options (Cells are percentages by Columns)	Including the current year, how long have you been employed in an educational setting?					Overall
	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	
There would be much more emphasis.	13	20	20	18	16	18
There would be somewhat more emphasis.	33	29	27	26	21	25
There would be about the same emphasis.	48	47	46	52	55	51
There would be somewhat less emphasis.	6	4	6	4	6	5
There would be much less emphasis.	1	0	1	0	1	1
Column Counts (N's)	174	477	667	512	1202	3032
Inferential Results						
Chi-square test of independence	43.912 (df=16, p=0.000)					Interpretation
Cohen's w effect size	0.120					Small

Table I-10-7

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
There would be much more emphasis.	15	17	23	16	18	18
There would be somewhat more emphasis.	28	28	24	23	17	25
There would be about the same emphasis.	51	49	48	54	59	51
There would be somewhat less emphasis.	6	6	5	6	4	5
There would be much less emphasis.	1	1	1	1	1	1
Column Counts (N's)	714	967	667	301	383	3032
Inferential Results						
Chi-square test of independence	38.048 (df=16, p=0.001)					Interpretation
Cohen's w effect size	0.112					Small

Table I-10-8

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 14

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
There would be much more emphasis.	10	11	20	24	18
There would be somewhat more emphasis.	21	24	23	30	25
There would be about the same emphasis.	63	59	50	41	51
There would be somewhat less emphasis.	6	4	8	4	5
There would be much less emphasis.	1	2	1	1	1
Column Counts (N's)	750	307	759	1103	2919
Inferential Results					
Chi-square test of independence	144.138 (df=12, p=0.000)				Interpretation
Cohen's w effect size	0.222				Medium

Table I-10-9

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
32.919 (p=0.000)	21.098 (p=0.000)	45.499 (p=0.000)	7.046 (p=0.133)	3.687 (p=0.450)	3.543 (p=.471)
Cohen's w effect size					
0.104	0.083	0.123	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation					
Small	Small	Small	Not sig.	Not sig.	Not sig.

Table I-10-10

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
6.458 (p=0.167)	1.907 (p=0.753)	1.736 (p=0.784)	4.045 (p=0.400)	4.440 (p=0.350)
Cohen's w effect size				
(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation				
Not sig.	Not sig.	Not sig.	Not sig.	Not sig.

Table I-10-11

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
75.120 (p=0.000)	45.768 (p=0.000)	18.573 (p=0.001)	36.084 (p=0.000)	15.660 (p=0.004)	14.708 (p=0.005)	1.236 (p=.872)
Cohen's w effect size						
0.157	0.123	0.078	0.109	0.072	0.070	(p>0.050)
Interpretation						
Small	Small	Small	Small	Small	Small	Not sig.

Table I-10-11-1

Without MSA- HSA how would the curricular emphasis on higher-order thinking change in your school or district? (check one) Percent Missing: 11

Answer Options (Cells are percentages by Columns)	With which of the state tests are you most familiar? (check the one or more most closely related to your job role)		
	MSA	Not MSA	Total
There would be much more emphasis.	15	23	18
There would be somewhat more emphasis.	22	30	25
There would be about the same emphasis.	56	43	51
There would be somewhat less emphasis.	6	4	5
There would be much less emphasis.	1	1	1
Column Counts (N's)	1887	1145	3032
Inferential Information			
Chi-square test of independence	75.120 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.157		Small

Table I-11-1

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 10

Answer Options (Cells are percentages by Columns)	Aggregated Performance		
	Low	High	Total
Far too much.	22	26	24
A bit too much.	36	34	35
About the right amount.	32	30	31
A bit too little.	7	7	7
Far too little.	3	3	3
Column Counts (N's)	1533	1263	2796
Inferential Information			
Chi-square test of independence	7.807 (df=4, p=0.099)		Interpretation Not sig.

Table I-11-2

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 10

Answer Options (Cells are percentages by Columns)	Percent of free and reduced meals (FARMS)		
	Low	High	Total
Far too much.	24	24	24
A bit too much.	32	38	35
About the right amount.	31	31	31
A bit too little.	9	5	7
Far too little.	5	2	3
Column Counts (N's)	1304	1492	2796
Inferential Information			
Chi-square test of independence	37.284 (df=4, p=0.000)		Interpretation
Cohen's w effect size	0.115		Small

Table I-11-3

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 11

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
Far too much.	24	26	24
A bit too much.	35	32	35
About the right amount.	31	34	31
A bit too little.	7	5	7
Far too little.	3	3	3
Column Counts (N's)	2796	243	3039
Inferential Information			
Chi-square test of independence	2.230 (df=4, p-value=0.693)		Interpretation
			Not sig.

Table I-11-4

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 11

What is the highest level of education you have completed?

Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
Far too much.	22	23	24	22	24
A bit too much.	27	35	36	26	35
About the right amount.	35	29	32	46	31
A bit too little.	8	8	6	6	7
Far too little.	8	5	3	0	3
Column Counts (N's)	37	820	2113	69	3039

Inferential Results

Chi-square test of independence 26.108 (df=12, p=0.010) Interpretation
 Cohen's w effect size 0.093 Small

Table I-11-5

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 11

What is your job role?

Answer Options (Cells are percentages by Columns)	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
Far too much.	27	24	11	15	29	24
A bit too much.	32	36	34	37	30	35
About the right amount.	32	30	43	42	32	31
A bit too little.	6	7	11	5	7	7
Far too little.	3	3	1	2	2	3
Column Counts (N's)	361	2375	181	60	56	3033

Inferential Results

Chi-square test of independence 39.104 (df=16, p=0.001) Interpretation
 Cohen's w effect size 0.114 Small

Table I-11-6

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 11

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Far too much.	17	23	24	24	25	24
A bit too much.	39	37	37	37	32	35
About the right amount.	26	28	28	31	36	31

A bit too little.	12	9	7	6	5	7
Far too little.	7	4	4	2	2	3
Column Counts (N's)	184	483	676	496	1200	3039
Inferential Results						
Chi-square test of independence	49.115 (df=16, p=0.000)				Interpretation	
Cohen's w effect size	0.127				Small	

Table I-11-7

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 11

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Far too much.	21	21	28	22	30	24
A bit too much.	35	37	34	35	33	35
About the right amount.	30	32	30	37	31	31
A bit too little.	9	7	6	5	4	7
Far too little.	5	4	3	1	2	3
Column Counts (N's)	720	967	663	307	382	3039
Inferential Results						
Chi-square test of independence	47.448 (df=16, p=0.000)				Interpretation	
Cohen's w effect size	0.125				Small	

Table I-11-8

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 14

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
Far too much.	20	17	26	26	24

A bit too much.	37	35	33	36	35
About the right amount.	36	39	27	29	31
A bit too little.	6	6	8	7	7
Far too little.	2	3	6	2	3
Column Counts (N's)	740	312	791	1098	2941
Inferential Results					
Chi-square test of independence	64.400 (df=12, p=0.000)				Interpretation
Cohen's w effect size	0.148				Small

Table I-11-9

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 11

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
1.433 (p=0.838)	1.529 (p=0.821)	18.220 (p=0.001)	4.489 (p=0.344)	2.412 (p=0.660)	4.993 (p=.288)
Cohen's w effect size					
(p>0.050)	(p>0.050)	0.077	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation					
Not sig.	Not sig.	Small	Not sig.	Not sig.	Not sig.

Table I-11-10

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the tests are supposed to assess? (check one) Percent Missing: 11

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
5.085 (p=0.279)	12.951 (p=0.012)	7.584 (p=0.108)	14.607 (p=0.006)	9.412 (p=0.052)
Cohen's w effect size				
(p>0.050)	0.065	(p>0.050)	0.069	(p>0.050)
Interpretation				
Not sig.	Small	Not sig.	Small	Not sig.

Table I-11-11

How much time do you (or the teachers you work with) spend teaching students how to take tests in general rather than teaching about the subject matter the

tests are supposed to assess? (check one) Percent Missing: 11

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
13.410 (p=0.009)	14.752 (p=0.005)	2.739 (p=0.603)	3.777 (p=0.437)	5.257 (p=0.262)	8.439 (p=0.077)	4.542 (p=.338)
Cohen's w effect size						
0.066	0.070	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation						
Small	Small	Not sig.	Not sig.	Not sig.	Not sig.	Not sig.

Table I-12-1

Do you know what the state tests are supposed to cover? (check one) Percent

Missing: 0

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
No, and I do not plan on finding out.	4	3	4
No, but I could probably find out what they cover.	18	15	17
Yes, but only because I made an effort to find out.	25	29	27
Yes, I have been told without asking what they are supposed to cover.	53	53	53
Column Counts (N's)	1734	1387	3121
Inferential Information			Interpretation
Chi-square test of independence	7.705 (df=3, p=0.053)		Not sig.

Table I-12-2

Do you know what the state tests are supposed to cover? (check one) Percent

Missing:0

Answer Options (Cells are percentages by Columns)

Percent of free and reduced meals (FARMS)

	Low	High	Total
No, and I do not plan on finding out.	3	4	4
No, but I could probably find out what they cover.	17	16	17
Yes, but only because I made an effort to find out.	27	27	27

Yes, I have been told without asking what they are supposed to cover.	52	54	53
Column Counts (N's)	1457	1664	3121
Inferential Information			Interpretation
Chi-square test of independence	.598 (df=3, p=0.897)		Not sig.

Table I-12-3

Do you know what the state tests are supposed to cover? (check one) Percent

Missing: 0

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
No, and I do not plan on finding out.	4	2	3
No, but I could probably find out what they cover.	17	11	16
Yes, but only because I made an effort to find out.	27	27	27
Yes, I have been told without asking what they are supposed to cover.	53	60	54
Column Counts (N's)	3121	286	3407
Inferential Information			Interpretation
Chi-square test of independence	8.741 (df=3, p-value=0.033)		Small
Cohen's w effect size	0.051		

Table I-12-4

Do you know what the state tests are supposed to cover? (check one) Percent

Missing: 0

Answer Options (Cells are percentages by Columns)	What is the highest level of education you have completed?				
	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
No, and I do not plan on finding out.	10	4	3	3	3
No, but I could probably find out what they cover.	41	19	14	11	16
Yes, but only because I made an effort to find out.	13	26	27	31	27
Yes, I have been told without asking what they are supposed to cover.	37	51	55	55	54
Column Counts (N's)	63	916	2354	74	3407
Inferential Results					Interpretation
Chi-square test of independence	55.094 (df=9, p=0.000)				Small
Cohen's w effect size	0.127				

Table I-12-5

Do you know what the state tests are supposed to cover? (check one) Percent
Missing: 0

Answer Options (Cells are percentages by Columns)	What is your job role?					Overall
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	
No, and I do not plan on finding out.	3	4	0	0	0	3
No, but I could probably find out what they cover.	24	16	4	3	7	16
Yes, but only because I made an effort to find out.	25	26	41	25	24	27
Yes, I have been told without asking what they are supposed to cover.	48	54	55	71	69	54
Column Counts (N's)	458	2604	195	63	75	3395
Inferential Results						
Chi-square test of independence	86.197 (df=12, p=0.000)					Interpretation
Cohen's w effect size	0.159					Small

Table I-12-6

Do you know what the state tests are supposed to cover? (check one) Percent
Missing: 0

Answer Options (Cells are percentages by Columns)	Including the current year, how long have you been employed in an educational setting?					Overall
	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	
No, and I do not plan on finding out.	5	4	4	3	3	3
No, but I could probably find out what they cover.	26	21	19	10	13	16
Yes, but only because I made an effort to find out.	32	32	26	29	24	27
Yes, I have been told without asking what they are supposed to cover.	37	43	51	58	60	54
Column Counts (N's)	215	546	744	562	1340	3407
Inferential Results						
Chi-square test of independence	97.614 (df=12, p=0.000)					Interpretation
Cohen's w effect size	0.169					Small

Table I-12-7

Do you know what the state tests are supposed to cover? (check one) Percent
Missing:

Answer Options (Cells are percentages by Columns)	Including the current year, how long have you been in your current position?					Overall
	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	
No, and I do not plan on finding out.	3	3	4	3	4	3
No, but I could probably find out what they cover.	15	18	15	14	18	16
Yes, but only because I made an effort to find out.	33	26	26	26	20	27
Yes, I have been told without asking what they are supposed to cover.	49	53	56	57	58	54
Column Counts (N's)	807	1087	732	339	442	3407
Inferential Results						
Chi-square test of independence	34.399 (df=12, p=0.001)					Interpretation
Cohen's w effect size	0.100					Small

Table I-12-8

Do you know what the state tests are supposed to cover? (check one) Percent
Missing: 4

Answer Options (Cells are percentages by Columns)	Check the student grade levels that you primarily work with?				Overall
	K-4	5-6	7-8	9-12	
No, and I do not plan on finding out.	4	3	3	4	3
No, but I could probably find out what they cover.	17	7	13	20	16
Yes, but only because I made an effort to find out.	22	29	27	30	27
Yes, I have been told without asking what they are supposed to cover.	57	61	58	46	54
Column Counts (N's)	846	323	847	1253	3269
Inferential Results					
Chi-square test of independence	69.912 (df=9, p=0.000)				Interpretation
Cohen's w effect size	0.146				Small

Table I-12-9

Do you know what the state tests are supposed to cover? (check one) Percent
Missing: 0

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=3)					
65.685 (p=0.004)	25.847 (p=0.000)	55.212 (p=0.000)	5.489 (p=0.139)	28.827 (p=0.000)	235.122 (p=.000)
Cohen's w effect size					
0.139	0.087	0.127	(p>0.050)	0.092	0.263
Interpretation					
Small	Small	Small	Not sig.	Not sig.	Medium

Table I-12-9-1

Do you know what the state tests are supposed to cover? (check one) Percent

Missing: 0

Answer Options (Cells are percentages by Columns)

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

	Other subject	All else	Total
No, and I do not plan on finding out.	7	2	3
No, but I could probably find out what they cover.	28	11	16
Yes, but only because I made an effort to find out.	21	29	27
Yes, I have been told without asking what they are supposed to cover.	44	58	54
Column Counts (N's)	1092	2315	3407
Inferential Information			
Chi-square test of independence	235.122 (df=3, p-value=0.000)		Interpretation
Cohen's w effect size	0.263		Medium

Table I-12-10

Do you know what the state tests are supposed to cover? (check one) Percent

Missing: 0

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=3)				
26.194 (p=0.00)	1.705 (p=0.636)	26.885 (p=0.000)	5.459 (p=0.141)	5.923 (p=0.115)
Cohen's w effect size				
0.088	(p>0.050)	0.089	(p>0.050)	(p>0.050)
Interpretation				
Small	Not sig.	Small	Not sig.	Not sig.

Table I-12-11

Do you know what the state tests are supposed to cover? (check one) Percent

Missing: 0

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=3)						
102.431 (p=0.000)	31.133 (p=0.000)	40.708 (p=0.000)	25.888 (p=0.000)	29.995 (p=0.000)	28.031 (p=0.000)	11.471 (p=.009)
Cohen's w effect size						
0.173	0.096	0.109	0.087	0.094	0.091	0.058
Interpretation						
Small	Small	Small	Small	Small	Small	Small

Table I-12-11-1

Do you know what the state tests are supposed to cover? (check one) Percent

Missing: 0

Answer Options (Cells are percentages by Columns)

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

	MSA	Not MSA	Total
No, and I do not plan on finding out.	3	5	3
No, but I could probably find out what they cover.	12	23	16
Yes, but only because I made an effort to find out.	27	27	27
Yes, I have been told without asking what they are supposed to cover.	59	46	54
Column Counts (N's)	2034	1373	3407
Inferential Information			
Chi-square test of independence	102.431 (df=3, p-value=0.000)		Interpretation
Cohen's w effect size	0.173		Small

Table I-13-1

Do you find the released items helpful? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
Yes, very helpful.	29	32	30
Yes, but there aren't enough of them.	37	38	38
No, I looked at them and they are not helpful.	7	6	7
No, I know about them but have never looked at them.	9	8	8
I didn't know there were any released items.	18	16	17
Column Counts (N's)	1734	1387	3121

Inferential Information		
Chi-square test of independence	8.016 (df=4, p=0.091)	Interpretation Not sig.

Table I-13-2

Do you find the released items helpful? (check one) Percent Missing:0

Answer Options (Cells are percentages by Columns)	Percent of free and reduced meals (FARMS)		
	Low	High	Total
Yes, very helpful.	29	31	30
Yes, but there aren't enough of them.	40	36	38
No, I looked at them and they are not helpful.	6	7	7
No, I know about them but have never looked at them.	7	9	8
I didn't know there were any released items.	19	16	17
Column Counts (N's)	1457	1664	3121
Inferential Information			
Chi-square test of independence	13.088 (df=4, p=0.011)		Interpretation
Cohen's w effect size	0.065		Small

Table I-13-3

Do you find the released items helpful? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
Yes, very helpful.	30	35	30
Yes, but there aren't enough of them.	38	42	38
No, I looked at them and they are not helpful.	7	6	7
No, I know about them but have never looked at them.	8	6	8
I didn't know there were any released items.	17	12	17
Column Counts (N's)	3121	286	3407
Inferential Information			
Chi-square test of independence	9.731 (df=4, p-value=0.0.45)		Interpretation
Cohen's w effect size	0.053		Small

Table I-13-4

Do you find the released items helpful? (check one) Percent Missing:0

Answer Options (Cells are percentages by Columns)	What is the highest level of education you have completed?				Overall
	Less than Bachelor's	Bachelor's	Master's	Doctoral	
Yes, very helpful.	14	25	33	41	30
Yes, but there aren't enough of them.	14	38	38	39	38
No, I looked at them and they are not helpful.	6	8	6	4	7
No, I know about them but have never looked at them.	11	9	8	7	8
I didn't know there were any released items.	54	20	15	10	17
Column Counts (N's)	63	916	2354	74	3407
Inferential Results					
Chi-square test of independence	96.607 (df=12, p=0.000)				Interpretation
Cohen's w effect size	0.168				Small

Table I-13-5

Do you find the released items helpful? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns)	What is your job role?					Overall
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	
Yes, very helpful.	27	30	45	41	39	30
Yes, but there aren't enough of them.	33	38	45	44	48	38
No, I looked at them and they are not helpful.	5	7	2	5	4	7
No, I know about them but have never looked at them.	9	8	3	5	7	8
I didn't know there were any released items.	26	17	6	5	3	17
Column Counts (N's)	458	2604	195	63	75	3395
Inferential Results	27	30	45	41	39	30
Chi-square test of independence	102.118 (df=16, p=0.000)				Interpretation	
Cohen's w effect size	0.173				Small	

Table I-13-6

Do you find the released items helpful? (check one) Percent Missing: 0

Including the current year, how long have you been employed in an educational setting?						
Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Yes, very helpful.	23	23	27	32	36	30
Yes, but there aren't enough of them.	34	39	38	40	37	38
No, I looked at them and they are not helpful.	6	7	8	6	6	7
No, I know about them but have never looked at them.	10	8	9	8	8	8
I didn't know there were any released items.	28	23	19	13	14	17
Column Counts (N's)	215	546	744	562	1340	3407
Inferential Results						
Chi-square test of independence	81.367 (df=16, p=0.000)				Interpretation	
Cohen's w effect size	0.155				Small	

Table I-13-7

Do you find the released items helpful? (check one) Percent Missing: 0

Including the current year, how long have you been in your current position?						
Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Yes, very helpful.	30	29	32	32	33	30
Yes, but there aren't enough of them.	40	39	40	35	29	38
No, I looked at them and they are not helpful.	5	6	7	7	9	7
No, I know about them but have never looked at them.	7	8	7	10	11	8
I didn't know there were any released items.	18	18	14	17	17	17
Column Counts (N's)	807	1087	732	339	442	3407
Inferential Results						
Chi-square test of independence	38.456 (df=16, p=0.001)				Interpretation	
Cohen's w effect size	0.106				Small	

Table I-13-8

Do you find the released items helpful? (check one) Percent Missing: 4

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
Yes, very helpful.	25	24	26	39	30
Yes, but there aren't enough of them.	40	54	46	27	38
No, I looked at them and they are not helpful.	6	7	8	6	7
No, I know about them but have never looked at them.	8	7	7	9	8
I didn't know there were any released items.	21	8	13	20	17
Column Counts (N's)	846	323	847	1253	3269
Inferential Results					
Chi-square test of independence	170.195 (df=12, p=0.000)				Interpretation
Cohen's w effect size	0.228				Small

Table I-13-9

Do you find the released items helpful? (check one) Percent Missing: 0

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
76.529 (p=0.000)	26.044 (p=0.000)	36.951 (p=0.000)	11.626 (p=0.020)	18.174 (p=0.001)	278.250 (p=.000)
Cohen's w effect size					
0.150	0.087	0.104	0.058	0.073	0.286
Interpretation					
Small	Small	Small	Small	Small	Medium

Table I-13-9-1

Do you find the released items helpful? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns)

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

	MSA	Not MSA	Total
Yes, very helpful.	27	33	30
Yes, but there aren't enough of them.	47	33	38
No, I looked at them and they are not helpful.	7	6	7
No, I know about them but have never	6	9	8

looked at them.

I didn't know there were any released items.

Column Counts (N's)	13	19	17
	1238	2169	3407

Inferential Information

Chi-square test of independence	76.529 (df=3, p-value=0.000)	Interpretation
Cohen's w effect size	0.150	Small

Table I-13-9-2

Do you find the released items helpful? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns) **With which of the state tests are you most familiar? (check the one or more most closely related to your job role)**

	Other subject	All else	Total
Yes, very helpful.	22	34	30
Yes, but there aren't enough of them.	27	43	38
No, I looked at them and they are not helpful.	8	6	7
No, I know about them but have never looked at them.	13	6	8
I didn't know there were any released items.	30	11	17
Column Counts (N's)	1092	2315	3407

Inferential Information

Chi-square test of independence	278.250 (df=3, p-value=0.000)	Interpretation
Cohen's w effect size	0.286	Medium

Table I-13-10

Do you find the released items helpful? (check one) Percent Missing: 0

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
31.035 (p=0.000)	9.858 (p=0.043)	21.762 (p=0.000)	7.962 (p=0.093)	7.268 (p=0.122)
0.095	0.054	0.080	(p>0.050)	(p>0.050)
Small	Small	Small	Not sig.	Not sig.

Chi-square test of independence (df=4)

Table I-13-11

Do you find the released items helpful? (check one) Percent Missing: 0

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
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Chi-square test of independence (df=4)						
179.760 (p=0.000)	44.109 (p=0.000)	151.718 (p=0.000)	63.107 (p=0.000)	50.430 (p=0.000)	5.047 (p=0.282)	9.636 (p=.047)
Cohen's w effect size						
0.230	0.114	0.211	0.136	0.122	(p>0.050)	0.053
Interpretation						
Medium	Small	Medium	Small	Small	Not sig.	Small

Table I-13-11-1

Do you find the released items helpful? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns) **With which of the state tests are you most familiar? (check the one or more most closely related to your job role)**

	MSA	Not MSA	Total
Yes, very helpful.	28	35	30
Yes, but there aren't enough of them.	46	25	38
No, I looked at them and they are not helpful.	7	7	7
No, I know about them but have never looked at them.	7	10	8
I didn't know there were any released items.	12	24	17
Column Counts (N's)	2034	1373	3407

Inferential Information

Chi-square test of independence 179.760 (df=4, p-value=0.000) Interpretation
 Cohen's w effect size 0.230 **Medium**

Table I-13-11-2

Do you find the released items helpful? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns) **With which of the state tests are you most familiar? (check the one or more most closely related to your job role)**

	HSA Algebra	Not HAS Algebra	Total
Yes, very helpful.	55	27	30
Yes, but there aren't enough of them.	34	38	38
No, I looked at them and they are not helpful.	3	7	7
No, I know about them but have never looked at them.	3	9	8
I didn't know there were any released items.	5	19	17
Column Counts (N's)	397	3010	3407

Inferential Information

Chi-square test of independence 151.718 (df=4, p-value=0.000) Interpretation
 Cohen's w effect size 0.211 **Medium**

Table I-14-1

Are the reports you receive about state test results clear and easy to understand?

(check one) Percent Missing: 16

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
No, I hardly understand them at all.	3	4	3
No, but with a lot of effort I can usually figure them out.	15	14	14
Yes, but they could be even clearer.	54	52	53
Yes, they contain just what I want to know.	29	30	30
Column Counts (N's)	1447	1180	2627
Inferential Information			Interpretation
Chi-square test of independence	3.975 (df=3, p=0.264)		Not sig.

Table I-14-2

Are the reports you receive about state test results clear and easy to understand?

(check one) Percent Missing: 16

Answer Options (Cells are percentages by Columns)

Percent of free and reduced meals (FARMS)

	Low	High	Total
No, I hardly understand them at all.	4	3	3
No, but with a lot of effort I can usually figure them out.	17	12	14
Yes, but they could be even clearer.	54	53	53
Yes, they contain just what I want to know.	26	32	30
Column Counts (N's)	1233	1394	2627
Inferential Information			Interpretation
Chi-square test of independence	18.635 (df=3, p=0.000)		Small
Cohen's w effect size	0.084		

Table I-14-3

Are the reports you receive about state test results clear and easy to understand?

(check one) Percent Missing: 16

Answer Options (Cells are percentages by Columns)

Do you work at school level or county level?

	School	County	Total
No, I hardly understand them at all.	3	3	3

No, but with a lot of effort I can usually figure them out.	14	10	14
Yes, but they could be even clearer.	53	58	54
Yes, they contain just what I want to know.	30	29	30
Column Counts (N's)	2627	252	2879
Inferential Information			Interpretation
Chi-square test of independence	4.050 (df=3, p-value=0.256)		Not sig.

Table I-14-4

Are the reports you receive about state test results clear and easy to understand? (check one) Percent Missing: 16

Answer Options (Cells are percentages by Columns)	What is the highest level of education you have completed?				Overall
	Less than Bachelor's	Bachelor's	Master's	Doctoral	
No, I hardly understand them at all.	0	4	3	3	3
No, but with a lot of effort I can usually figure them out.	15	16	13	12	14
Yes, but they could be even clearer.	56	53	54	54	54
Yes, they contain just what I want to know.	29	28	30	31	30
Column Counts (N's)	34	741	2037	67	2879
Inferential Results			Interpretation		
Chi-square test of independence	5.927 (df=9, p=0.747)			Not sig.	

Table I-14-5

Are the reports you receive about state test results clear and easy to understand? (check one) Percent Missing: 16

Answer Options (Cells are percentages by Columns)	What is your job role?					Overall
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	
No, I hardly understand them at all.	1	4	0	3	1	3
No, but with a lot of effort I can usually figure them out.	10	15	8	9	7	14
Yes, but they could be even clearer.	58	52	54	56	68	54
Yes, they contain just what I want to know.	31	29	38	32	24	30
Column Counts (N's)	367	2181	193	59	71	2871
Inferential Results			Interpretation			
Chi-square test of independence	41.333 (df=12, p=0.000)			Small		
Cohen's w effect size	0.120			Small		

Table I-14-6

Are the reports you receive about state test results clear and easy to understand?
(check one) Percent Missing: 16

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
No, I hardly understand them at all.	5	4	4	3	3	3
No, but with a lot of effort I can usually figure them out.	17	17	15	11	12	14
Yes, but they could be even clearer.	56	51	55	54	54	54
Yes, they contain just what I want to know.	23	28	27	32	32	30
Column Counts (N's)	154	431	627	494	1173	2879
Inferential Results						
Chi-square test of independence	21.477 (df=12, p=0.044)					Interpretation
Cohen's w effect size	0.086					Not sig.

Table I-14-7

Are the reports you receive about state test results clear and easy to understand?
(check one) Percent Missing: 16

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
No, I hardly understand them at all.	3	3	4	4	3	3
No, but with a lot of effort I can usually figure them out.	14	12	16	15	13	14
Yes, but they could be even clearer.	56	57	51	50	49	54
Yes, they contain just what I want to know.	27	28	30	32	36	30
Column Counts (N's)	657	925	635	287	375	2879
Inferential Results						Interpretation
Chi-square test of independence	19.894 (df=12, p=0.069)					Not sig.

Table I-14-8

Are the reports you receive about state test results clear and easy to understand?
(check one) Percent Missing: 19

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall

No, I hardly understand them at all.	2	1	3	5	3
No, but with a lot of effort I can usually figure them out.	13	10	14	16	14
Yes, but they could be even clearer.	55	59	54	51	54
Yes, they contain just what I want to know.	31	30	29	28	29
Column Counts (N's)	716	304	763	988	2771

Inferential Results

Chi-square test of independence	29.610 (df=9, p=0.001)	Interpretation
Cohen's w effect size	0.103	Small

Table I-14-9

Are the reports you receive about state test results clear and easy to understand?

(check one) Percent Missing: 16

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=3)					
17.228 (p=0.001)	8.112 (p=0.044)	4.949 (p=0.176)	4.034 (p=0.258)	2.780 (p=0.427)	3.490 (p=.322)
Cohen's w effect size					
0.077	0.063	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation					
Small	Small	Not sig.	Not sig.	Not sig.	Not sig.

Table I-14-10

Are the reports you receive about state test results clear and easy to understand?

(check one) Percent Missing: 16

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=3)				
4.200 (p=0.241)	2.383 (p=0.497)	.192 (p=0.979)	2.193 (p=0.533)	6.168 (p=0.104)
Cohen's w effect size				
(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation				
Not sig.	Not sig.	Not sig.	Not sig.	Not sig.

Table I-14-11

Are the reports you receive about state test results clear and easy to understand?

(check one) Percent Missing: 16

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=3)						
20.257 (p=0.000)	4.528 (p=0.210)	11.178 (p=0.011)	1.061 (p=0.787)	1.349 (p=0.717)	3.327 (p=0.344)	6.771 (p=.080)
Cohen's w effect size						
0.084	(p>0.050)	0.062	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation						
Small	Not sig.	Small	Not sig.	Not sig.	Not sig.	Not sig.

Table I-15-1

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
Virtually always confirm what I knew.	13	10	12
Mostly confirm what I knew.	64	68	66
Mostly I am surprised.	3	4	4
I am very often surprised.	3	4	4
I don't deal with the results.	16	14	15
Column Counts (N's)	1734	1387	3121
Inferential Information			
Chi-square test of independence	15.342 (df=4, p=0.004)		Interpretation
Cohen's w effect size	0.070		Small

Table I-15-2

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing:0

Answer Options (Cells are percentages by Columns)

Percent of free and reduced meals (FARMS)

Low High Total

Virtually always confirm what I knew.	10	14	12
Mostly confirm what I knew.	66	66	66
Mostly I am surprised.	5	2	4
I am very often surprised.	5	3	4
I don't deal with the results.	14	16	15
Column Counts (N's)	1457	1664	3121
Inferential Information			
Chi-square test of independence	44.418 (df=4, p=0.000)		Interpretation
Cohen's w effect size	0.119		Small

Table I-15-3

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
Virtually always confirm what I knew.	12	7	11
Mostly confirm what I knew.	66	72	67
Mostly I am surprised.	4	5	4
I am very often surprised.	4	2	4
I don't deal with the results.	15	13	15
Column Counts (N's)	3121	286	3407
Inferential Information			
Chi-square test of independence	11.228 (df=4, p-value=0.024)		Interpretation
Cohen's w effect size	0.057		Small

Table I-15-4

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing:0

	What is the highest level of education you have completed?				
Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
Virtually always confirm what I knew.	3	10	12	22	11
Mostly confirm what I knew.	32	66	68	58	67
Mostly I am surprised.	2	3	4	4	4
I am very often surprised.	4	4	4	5	4
I don't deal with the results.	62	18	13	11	15
Column Counts (N's)	63	916	2354	74	3407
Inferential Results					

Chi-square test of independence 138.939 (df=12, p=0.000) Interpretation
 Cohen's w effect size 0.202 Small

Table I-15-5

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0

What is your job role?

Answer Options (Cells are percentages by Columns)	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
Virtually always confirm what I knew.	10	12	15	8	7	12
Mostly confirm what I knew.	62	66	77	76	80	67
Mostly I am surprised. I am very often surprised.	2	4	1	8	4	4
I don't deal with the results.	4	3	6	2	0	4
Column Counts (N's)	21	15	1	6	9	15
	458	2604	195	63	75	3395
Inferential Results						
Chi-square test of independence		75.012 (df=16, p=0.000)				Interpretation
Cohen's w effect size		0.149				Small

Table I-15-6

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing:

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Virtually always confirm what I knew.	6	11	9	13	13	11
Mostly confirm what I knew.	64	61	69	68	68	67
Mostly I am surprised. I am very often surprised.	3	5	3	4	4	4
I don't deal with the results.	4	3	4	4	3	4
Column Counts (N's)	24	20	15	12	13	15
	215	546	744	562	1340	3407
Inferential Results						
Chi-square test of independence		54.700 (df=16, p=0.000)				Interpretation
Cohen's w effect size		0.127				Small

Table I-15-7

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0
Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Virtually always confirm what I knew.	9	10	13	13	16	11
Mostly confirm what I knew.	67	68	68	66	62	67
Mostly I am surprised.	3	4	3	4	4	4
I am very often surprised.	4	4	4	4	2	4
I don't deal with the results.	17	15	12	13	16	15
Column Counts (N's)	807	1087	732	339	442	3407
Inferential Results						
Chi-square test of independence	28.868 (df=16, p=0.025)				Interpretation	
Cohen's w effect size	0.092				Small	

Table I-15-8

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 4
Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
Virtually always confirm what I knew.	9	10	12	13	12
Mostly confirm what I knew.	66	77	72	61	67
Mostly I am surprised.	4	5	5	3	4
I am very often surprised.	4	4	3	3	4
I don't deal with the results.	17	5	8	20	14
Column Counts (N's)	846	323	847	1253	3269
Inferential Results					
Chi-square test of independence	97.517 (df=12, p=0.000)				Interpretation
Cohen's w effect size	0.173				Small

Table I-15-9

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=4)					
42.950 (p=0.000)	6.662 (p=0.155)	15.255 (p=0.004)	6.960 (p=0.138)	14.072 (p=0.007)	118.555 (p=.000)
Cohen's w effect size					
0.112	(p>0.050)	0.067	(p>0.050)	0.064	0.187
Interpretation					
Small	Not sig.	Small	Not sig.	Small	Small

Table I-15-9-1

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns)

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

	Other subject	Not other subject	Total
Virtually always confirm what I knew.	9	12	11
Mostly confirm what I knew.	59	70	67
Mostly I am surprised.	4	3	4
I am very often surprised.	4	4	4
I don't deal with the results.	24	10	15
Column Counts (N's)	1092	2315	3407
Inferential Information			
Chi-square test of independence	118.555 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.187		Small

Table I-15-10

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=4)				
21.902 (p=0.000)	4.484 (p=0.344)	33.513 (p=0.000)	31.483 (p=0.000)	6.458 (p=0.167)
Cohen's w effect size				
0.080	(p>0.050)	0.099	0.096	(p>0.050)
Interpretation				
Small	Not sig.	Small	Small	Not sig.

Table I-15-11

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=4)						
173.289 (p=0.000)	24.566 (p=0.000)	31.814 (p=0.000)	27.360 (p=0.000)	24.421 (p=0.000)	1.615 (p=0.806)	8.751 (p=.068)
Cohen's w effect size						
0.226	0.085	0.097	0.090	0.085	(p>0.050)	(p>0.050)
Interpretation						
Medium	Small	Small	Small	Small	Not sig.	Not sig.

Table I-15-11-1

Do the state tests confirm what you already knew about your students (or groups of students) or are you surprised by the results? (check one) Percent Missing: 0

Answer Options (Cells are percentages by Columns)

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

	MSA	Not MSA	Total
Virtually always confirm what I knew.	11	12	11
Mostly confirm what I knew.	73	58	67
Mostly I am surprised.	4	3	4
I am very often surprised.	4	3	4
I don't deal with the results.	9	24	15
Column Counts (N's)	2034	1373	3407
Inferential Information			
Chi-square test of independence	173.289 (df=4, p-value=0.000)		Interpretation
Cohen's w effect size	0.226		Medium

Table I-16-1

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 15

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
Yes, they have a huge impact.	49	52	51
Yes, but not very much impact.	38	36	37
Hardly at all.	11	10	11

Never.	1	2	2
Column Counts (N's)	1473	1197	2670
Inferential Information			Interpretation
Chi-square test of independence	4.502 (df=3, p=0.212)		Not sig.

Table I-16-2

Are the state test results used to help improve your school's (or district's)

programs? (check one) Percent Missing:15

Answer Options (Cells are percentages by Columns)	Percent of free and reduced meals (FARMS)		
	Low	High	Total
Yes, they have a huge impact.	50	51	51
Yes, but not very much impact.	38	37	37
Hardly at all.	11	11	11
Never.	2	1	2
Column Counts (N's)	1240	1430	2670
Inferential Information			Interpretation
Chi-square test of independence	.826 (df=3, p=0.843)		Not sig.

Table I-16-3

Are the state test results used to help improve your school's (or district's)

programs? (check one) Percent Missing: 14

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
Yes, they have a huge impact.	51	62	52
Yes, but not very much impact.	37	29	36
Hardly at all.	11	8	11
Never.	2	1	2
Column Counts (N's)	2670	258	2928
Inferential Information			Interpretation
Chi-square test of independence	13.403 (df=3, p-value=0.004)		Small
Cohen's w effect size	0.068		

Table I-16-4

Are the state test results used to help improve your school's (or district's)

programs? (check one) Percent Missing:14

	What is the highest level of education you have completed?				
Answer Options (Cells are percentages by Columns)	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
Yes, they have a huge impact.	58	48	53	57	52

Yes, but not very much impact.	35	41	35	32	36
Hardly at all.	4	11	11	10	11
Never.	4	1	2	1	2
Column Counts (N's)	26	753	2080	69	2928
Inferential Results					Interpretation
Chi-square test of independence	13.769 (df=9, p=0.131)				Not sig.

Table I-16-5

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 14

What is your job role?

Answer Options (Cells are percentages by Columns)	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
Yes, they have a huge impact.	56	49	68	70	60	52
Yes, but not very much impact.	35	38	27	25	35	36
Hardly at all.	8	12	4	5	4	11
Never.	1	2	2	0	1	1
Column Counts (N's)	367	2230	192	57	74	2920
Inferential Results					Interpretation	
Chi-square test of independence	45.759 (df=12, p=0.000)					
Cohen's w effect size	0.125				Small	

Table I-16-6

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 14

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Yes, they have a huge impact.	40	42	47	53	59	52
Yes, but not very much impact.	48	42	39	35	32	36
Hardly at all.	12	14	12	10	8	11
Never.	0	2	1	3	1	2
Column Counts (N's)	152	438	637	491	1210	2928
Inferential Results					Interpretation	
Chi-square test of independence	72.611 (df=12, p=0.000)					
Cohen's w effect size	0.157				Small	

Table I-16-7

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 14

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Yes, they have a huge impact.	52	51	50	52	56	52
Yes, but not very much impact.	37	38	36	34	34	36
Hardly at all.	10	10	12	12	9	11
Never.	1	1	2	3	1	2
Column Counts (N's)	649	934	650	306	389	2928
Inferential Results						Interpretation
Chi-square test of independence	11.798 (df=12, p=0.462)					Not sig.

Table I-16-8

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 18

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
Yes, they have a huge impact.	61	59	53	40	51
Yes, but not very much impact.	31	33	36	43	37
Hardly at all.	7	7	9	16	11
Never.	1	1	2	2	2
Column Counts (N's)	754	296	767	997	2814
Inferential Results					Interpretation
Chi-square test of independence	110.906 (df=9, p=0.000)				Small
Cohen's w effect size	0.199				

Table I-16-9

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 14

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
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Chi-square test of independence (df=3)					
24.635 (p=0.004)	22.720 (p=0.000)	5.546 (p=0.136)	.370 (p=0.946)	3.524 (p=0.318)	5.397 (p=.145)
Cohen's w effect size					
0.092	0.088	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation					
Small	Small	Not sig.	Not sig.	Not sig.	Not sig.

Table I-16-10

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 14

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=3)				
4.072 (p=0.254)	.852 (p=0.837)	5.635 (p=0.131)	6.000 (p=0.112)	1.795 (p=0.616)
Cohen's w effect size				
(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)
Interpretation				
Not sig.	Not sig.	Not sig.	Not sig.	Not sig.

Table I-16-11

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 14

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=3)						
97.157 (p=0.000)	3.199 (p=0.362)	14.174 (p=0.003)	7.326 (p=0.062)	12.159 (p=0.007)	12.965 (p=0.005)	9.675 (p=.022)
Cohen's w effect size						
0.182	(p>0.050)	0.070	(p>0.050)	0.064	0.067	0.057
Interpretation						
Small	Not sig.	Small	Not sig.	Small	Small	Small

Table I-16-11-1

Are the state test results used to help improve your school's (or district's) programs? (check one) Percent Missing: 14

Answer Options (Cells are percentages by Columns) **With which of the state tests are you most familiar? (check the one or more most closely related to your job role)**

	MSA	Not MSA	Total
Yes, they have a huge impact.	58	41	52
Yes, but not very much impact.	33	42	36
Hardly at all.	8	16	11
Never.	1	2	2

Column Counts (N's)	1874	1054	2928
Inferential Information			
Chi-square test of independence	97.157 (df=3, p-value=0.000)		Interpretation
Cohen's w effect size	0.182		Small

Table I-17-1

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 24

Answer Options (Cells are percentages by Columns)

Aggregated Performance

	Low	High	Total
Yes, they have a huge impact.	30	38	34
Yes, but not very much impact.	44	41	43
Hardly at all.	20	16	18
Never.	6	6	6
Column Counts (N's)	1300	1086	2386
Inferential Information			
Chi-square test of independence	17.674 (df=3, p=0.001)		Interpretation
Cohen's w effect size	0.086		Small

Table I-17-2

Are the state test results used to help improve your own instruction ? (check one)

Percent Missing:24

Answer Options (Cells are percentages by Columns)

Percent of free and reduced meals (FARMS)

	Low	High	Total
Yes, they have a huge impact.	36	31	34
Yes, but not very much impact.	43	43	43
Hardly at all.	16	19	18
Never.	5	7	6
Column Counts (N's)	1117	1269	2386
Inferential Information			
Chi-square test of independence	11.712 (df=3, p=0.008)		Interpretation
Cohen's w effect size	0.070		Small

Table I-17-3

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Answer Options (Cells are percentages by Columns)	Do you work at school level or county level?		
	School	County	Total
Yes, they have a huge impact.	34	46	34
Yes, but not very much impact.	43	32	42
Hardly at all.	18	16	18
Never.	6	6	6
Column Counts (N's)	2386	148	2534
Inferential Information			
Chi-square test of independence	9.892 (df=3, p-value=0.020)		Interpretation
Cohen's w effect size	0.062		Small

Table I-17-4

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Answer Options (Cells are percentages by Columns)	What is the highest level of education you have completed?				
	Less than Bachelor's	Bachelor's	Master's	Doctoral	Overall
Yes, they have a huge impact.	31	30	36	60	34
Yes, but not very much impact.	38	45	41	24	42
Hardly at all.	19	19	17	12	18
Never.	13	6	6	5	6
Column Counts (N's)	16	743	1733	42	2534
Inferential Results					
Chi-square test of independence	22.167 (df=9, p=0.008)				Interpretation
Cohen's w effect size	0.094				Small

Table I-17-5

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Answer Options (Cells are percentages by Columns)	What is your job role?					
	Teacher	School-Based Administer	Curriculum Coordinator	District-Based Coordinator	Other	Overall
Yes, they have a huge impact.	46	32	50	52	57	34
Yes, but not very much impact.	38	43	38	29	13	42
Hardly at all.	10	19	9	10	22	18
Never.	7	6	3	10	9	6
Column Counts (N's)	208	2209	68	21	23	2529

Inferential Results

Chi-square test of independence	41.702 (df=12, p=0.000)	Interpretation
Cohen's w effect size	0.128	Small

Table I-17-6

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Including the current year, how long have you been employed in an educational setting?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Yes, they have a huge impact.	25	27	31	36	41	34
Yes, but not very much impact.	53	43	44	41	39	42
Hardly at all.	17	23	18	17	15	18
Never.	5	8	6	7	5	6
Column Counts (N's)	150	431	579	428	946	2534

Inferential Results

Chi-square test of independence	47.127 (df=12, p=0.000)	Interpretation
Cohen's w effect size	0.136	Small

Table I-17-7

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Including the current year, how long have you been in your current position?

Answer Options (Cells are percentages by Columns)	Less than 2 years	3 to 5 years	6 to 10 years	11 to 15 years	Over 15	Overall
Yes, they have a huge impact.	34	34	35	38	34	34
Yes, but not very much impact.	46	43	40	36	43	42
Hardly at all.	15	18	18	20	18	18
Never.	5	6	7	7	5	6
Column Counts (N's)	571	808	548	267	340	2534

Inferential Results

Chi-square test of independence	11.401 (df=12, p=0.495)	Interpretation
		Not sig.

Table I-17-8

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Check the student grade levels that you primarily work with?

Answer Options (Cells are percentages by Columns)	K-4	5-6	7-8	9-12	Overall
Yes, they have a huge impact.	45	44	34	23	34
Yes, but not very much impact.	39	42	43	45	42
Hardly at all.	13	13	17	23	18
Never.	3	2	5	10	6
Column Counts (N's)	651	294	685	862	2492
Inferential Results	45	44	34	23	34
Chi-square test of independence	133.987 (df=9, p=0.000)				Interpretation
Cohen's w effect size	0.232				Medium

Table I-17-9

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

Reading or English	Writing	Math	Science or Biology	Government	Other subject
Chi-square test of independence (df=3)					
68.555 (p=0.004)	48.177 (p=0.000)	49.377 (p=0.000)	15.221 (p=0.002)	4.458 (p=0.216)	59.609 (p=.000)
Cohen's w effect size					
0.164	0.138	0.140	0.078	(p>0.050)	0.153
Interpretation					
Small	Small	Small	Small	Not sig.	Small

Table I-17-9-1

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Answer Options (Cells are percentages by Columns)

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

	Reading or English	Not Reading or English	Total
Yes, they have a huge impact.	41	29	34
Yes, but not very much impact.	42	42	42
Hardly at all.	14	21	18
Never.	3	8	6
Column Counts (N's)	1114	1420	2534
Inferential Information			
Chi-square test of independence	68.555 (df=3, p-value=0.000)		Interpretation
Cohen's w effect size	0.164		Small

Table I-17-9-2

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Answer Options (Cells are percentages by Columns)

Which subject(s) (if any) do you teach on a day-to-day basis? (check all that apply)

	Other subject	All else	Total
Yes, they have a huge impact.	27	38	34
Yes, but not very much impact.	41	42	42
Hardly at all.	22	15	18
Never.	10	4	6
Column Counts (N's)	811	1723	2534
Inferential Information			
Chi-square test of independence	59.609 (df=3, p-value=0.000)		Interpretation
Cohen's w effect size	0.153		Small

Table I-17-10

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Do you work primarily with students with special needs? (check all that apply)

No	Yes, physical disabilities	Yes, cognitive disabilities	Yes, emotional disabilities	Yes, English language learners
Chi-square test of independence (df=3)				
8.255 (p=0.041)	12.068 (p=0.007)	6.019 (p=0.111)	4.790 (p=0.188)	9.681 (p=0.021)
Cohen's w effect size				
0.057	0.069	(p>0.050)	(p>0.050)	0.062
Interpretation				
Small	Small	Not sig.	Not sig.	Small

Table I-17-11

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

MSA	HSA English	HSA Algebra	HSA Biology	HSA Government	HSA in General	Alt MSA
Chi-square test of independence (df=3)						
113.275 (p=0.000)	1.444 (p=0.695)	2.621 (p=0.454)	2.910 (p=0.406)	1.540 (p=0.673)	32.144 (p=0.000)	1.564 (p=.668)
Cohen's w effect size						
0.211	(p>0.050)	(p>0.050)	(p>0.050)	(p>0.050)	0.113	(p>0.050)
Interpretation						
Medium	Not sig.	Not sig.	Not sig.	Not sig.	Small	Not sig.

Table I-17-11-1

Are the state test results used to help improve your own instruction? (check one)

Percent Missing: 26

Answer Options (Cells are percentages by Columns)

With which of the state tests are you most familiar? (check the one or more most closely related to your job role)

	MSA	Not MSA	Total
Yes, they have a huge impact.	41	23	34
Yes, but not very much impact.	41	44	42
Hardly at all.	14	24	18
Never.	4	9	6
Column Counts (N's)	1639	895	2534
Inferential Information			
Chi-square test of independence	113.275 (df=3, p-value=0.000)		Interpretation
Cohen's w effect size	0.211		Medium