

TELEPHONE SURVEY
Proposition 203, High Stakes Testing and English Language Learners
in Arizona Elementary Schools

COVENTIONS

- **Bold Text** → Script of what exactly to say to participant
- Non-Bold Text → Record answers
- *Italic Text* → Special instructions for interviewer
- ALL CAPS → Section headings

County _____
Type (circle one): Urban Rural Reservation
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Date Completed _____
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INTRODUCTORY SCRIPT

Thank you again for your willingness to participate. As we described in the letter, this survey is about Proposition 203, high stakes testing, and English language Learners. Throughout this survey, I'll refer to the students as ELLs. This interview should take between 20 and 30 minutes. You may skip any question you do not wish to answer, and you may choose to withdraw at any time. If I use a term you are not familiar with, please ask me to explain it.

I would like to record our conversation to ensure I record all of your answers accurately. No one other than the researchers will hear this recording. Do you give permission for me to begin recording?

[*If "Yes"*] – **Thank you. I'm turning on the recorder (*begin recording*).**

[*If "No"*] – **OK. No problem. I will not record our conversation.**

BACKGROUND INFORMATION

1. **"To start, I'd like to ask a few questions about your current class"**

1a. **"How many students do you have in your classroom this year?"**

_____ total students

1b. **"Of these, how many are classified as ELL students?"**

_____ ELL students

2a. **"What is the official designation for your classroom? Is it designated as a *Bilingual, Structured English Immersion, Mainstream, or Other* type of classroom?"**

1 Bilingual [*Go to → 2b*]

2 Structured English Immersion (SEI)

3 Mainstream

4 Other [**Please specify**] _____

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2b. “What type of bilingual program best describes your class: Transitional, Dual Language, Immersion, or Other?”

- 1 Transitional
- 2 Dual Language
- 3 Immersion
- 4 Other [Please Specify]: _____

VIEWS ON PROPOSITION 203

“Thank you. Now let’s talk about Proposition 203 which, as you know, restricted the type of programs schools can provide for ELL students.

3. I’m going to read to you several statements which describe various views related to this issue and ELL students.

For each statement, please indicate your level of agreement by responding: *Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure Don’t Know No Answer
a) ELL students need to learn English to succeed in this country.....	5	4	3	2	1	0
b) ELL students should abandon their home language and speak only English.....	5	4	3	2	1	0
c) ELL students should become fully bilingual in both English and their home language.....	5	4	3	2	1	0
d) Schools should help students become proficient in both English and their home language.....	5	4	3	2	1	0
e) When properly implemented, bilingual education programs are effective in helping ELL students learn English and achieve academic success	5	4	3	2	1	0
f) Sheltered English Immersion is a better model for ELLs than bilingual education.	5	4	3	2	1	0
g) Proposition 203 has resulted in more effective programs for ELL students.....	5	4	3	2	1	0
h) Proposition 203 is too restrictive in terms of approaches schools can take to help ELL students learn English.....	5	4	3	2	1	0

EFFECTS OF PROPOSITION 203

“Now I’m going to ask you some questions about the effects of Proposition 203 on your school”

4a. Prior to Proposition 203, did your school have a bilingual program?

- 1 Yes [Go to → 4b]
- 2 No [Go to → 4c]
- 77 New School/School did not exist prior to Prop. 203
- 88 Don’t know/Not Sure [Go to → 4c]
- 99 No Answer [Go to → 4c]

4b. What has happened to your school’s Bilingual Program since the passage of Proposition 203? Has the program been *Expanded, Reduced, Eliminated, No Change, or Other Change*?

- 1 Expanded [Go to → 5a]
- 2 Reduced [Go to → 5a]
- 3 Eliminated [Go to → 5a]
- 4 No Change [Go to → 5a]
- 5 Other Change [Please specify]_____ [Go to → 5a]

4c. Does your school have a bilingual program now?

- 1 Yes
- 2 No
- 88 Don’t know/Not Sure
- 99 No Answer

5a. Prior to Proposition 203, did your school have a Pull-Out ESL Program?

- 1 Yes [Go to → 5b]
- 2 No [Go to → 5c]
- 77 New School/School did not exist prior to Prop. 203
- 88 Don’t know/Not Sure [Go to → 5c]
- 99 No Answer [Go to → 5c]

5b. What has happened to your school's ESL Pull-Out program since the passage of Proposition 203? Has the program been *Expanded, Reduced, Eliminated, No Change, or Other Change*?

- 1 Expanded
- 2 Reduced
- 3 Eliminated
- 4 No Change
- 5 Other Change [Please specify]_____

5c. Does your school have a Pull-Out ESL program now?

- 1 Yes
- 2 No
- 88 Don't know/Not Sure
- 99 No Answer

6. Prior to the passage of Proposition 203, in which type of classrooms were ELL students usually placed? Were most placed in a *Mainstream Classroom, a Structured English Immersion Classroom, a Bilingual Classroom, or some Other type of classroom*?

- 1 Mainstream
- 2 Structured English Immersion (SEI)
- 3 Bilingual
- 5 Other [**Please Specify**]_____
- 88 Don't know/Not sure
- 99 No answer

7. In what type of classroom are most ELLs in now? *Mainstream, Structured English Immersion, Bilingual, or some Other type of classroom*?

- 1 Mainstream
- 2 Structured English Immersion
- 3 Bilingual
- 5 Other [**Please Specify**]_____
- 88 Don't know/Not sure
- 99 No Answer

8a. In your school, are ELL students concentrated in specific 3rd grade classrooms, or are they spread out among all the 3rd grade classes?

- 1 Concentrated in specific 3rd grade classrooms [Go to → 8b]
- 2 Spread out among all the 3rd grade classes [Go to → 8b]
- 3 School only has one 3rd grade classroom
- 88 Don't know/Not sure
- 99 No Answer

8b. How many 3rd grade classrooms are there in your school?

_____ 3rd grade classrooms

8c. How many are classified as mainstream, Structured English Immersion, Bilingual, or other type of classrooms? [Enter # for each]

_____ Mainstream

_____ Structured English Immersion

_____ Bilingual

_____ Other [Please Specify] _____

9a. Of the teachers in your school who have ELL students, about how many currently have a full Bilingual or ESL Endorsement? Would you say *All*, *Most*, a *Few*, or *None*?

- 1 All [Go to → 10a]
- 2 Most [Go to → 9b]
- 3 Few [Go to → 9b]
- 4 None [Go to → 9b]
- 88 Don't know/Not sure [Go to → 9b]
- 99 No Answer [Go to → 9b]

9b. For those teachers who have ELL students, but do not have a bilingual or ESL Endorsement, how many are in the process of completing one? Would you say *All*, *Most*, a *Few*, or *None*?

- 1 All
- 2 Most
- 3 Few
- 4 None
- 88 Don't know/Not Sure
- 99 No Answer

**10a. In your classroom, do you have a regularly scheduled time for direct ESL instruction?
(Or do students get pulled out for ESL instruction?)**

- 1 Yes [Go to → 10b]
- 2 No [Go to → 11]
- 3 Sometimes/Occasionally [Go to → 10b]
- 4 Students are pulled-out for ESL [Go to → 10b]
- 5 I teach ESL all day/Everything I teach is ESL [Go to → 11a]
- 88 Don't know/Not sure [Go to → 11a]
- 99 No Answer [Go to → 11a]

10b. About how many days each week, and for how many minutes do students receive direct ESL instruction? (Note: If teacher says "all day" or "everything I teach is ESL," skip this question, change answer in 10a to #5 and Go to → 11a)

_____ days a week for _____ hours _____ minutes

- 99 Other (Please Specify)_____

11a. Has your school adopted a specific curriculum program for ESL or ELL instruction?

- 1 Yes [Go to → 11b]
- 2 No [Go to → 12]
- 88 Don't know/Not sure [Go to → 12]
- 99 No Answer [Go to → 12]

11b. What is the name of this program?

(Don't read answer choice, just code based on answer)

- 1 Into English (Hampton Brown)
- 2 On Our Way to English (Rigby)
- 3 Transitions (Scholastic)
- 4 English at your Command! (Hampton Brown)
- 5 Scott Foresman ESL
- 6 District created program
- 7 Schools, grade-level, or teacher created program
- 8 Other [Please Specify]_____
- 88 Don't Know/Not Sure/Can't Remember
- 99 No Answer

12. Does your school have bilingual paraprofessionals who work with students in the classroom?

- 1 Yes
- 2 No
- 88 Don't Know/Not Sure
- 99 No Answer

13. Does your school have a Bilingual or ESL Specialist?

- 1 Yes [*Go to → 13b*]
- 2 No [*Go to → 14*]
- 88 Don't Know/Not Sure [*Go to → 14*]
- 99 No Answer [*Go to → 14*]

13b. Is this specialist a certified teacher or a paraprofessional?

- 1 Certified teacher
- 2 Paraprofessional
- 88 Don't Know/Not Sure
- 99 No answer

14. In your school, are teachers or paraprofessionals allowed to speak to ELLs in their native language to provide explanations or assistance?

- 1 Yes
- 2 No
- 7 Not Applicable (No one at school can speak students' primary language)
- 88 Don't Know/Not sure
- 99 No answer

15. In your school, are ELL students allowed to speak to you, a paraprofessional, or to each other in their native language?

- 1 Yes
- 2 No
- 88 Don't Know/Not sure
- 99 No answer

16. The state is creating a new SEI Endorsement. This endorsement only requires an initial 15 clock hours of training in teaching ELL students, followed by 45 clock hours several years later. What is your opinion on the sufficiency of this training? Do you believe this training will be *Completely Sufficient*, *Somewhat Sufficient*, *Insufficient*, or *Completely Insufficient*?

- 1 Completely Sufficient
- 2 Somewhat Sufficient
- 3 Insufficient
- 4 Completely Insufficient
- 88 Don't know/Not sure
- 99 No Answer

VIEWS ON HIGH STAKES TESTING FOR ENGLISH LANGUAGE LEARNERS

17. “Thank you. Now I am going to read you some statements describing views on, accountability, and high stakes testing. By high-stakes testing, I am referring specifically to the AIMS and SAT-9 tests which were used in the past, and the new AIMS-DPA test now being used in Arizona.

As before, please indicate your level of agreement by responding: *Strongly Agree*, *Agree*, *Neutral*, *Disagree*, or *Strongly Disagree*.”

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure Don't Know No Answer
a) Schools should be held accountable for ELL student learning.....	5	4	3	2	1	0
b) High stakes tests are appropriate for holding ELLs, their teachers and their schools accountable	5	4	3	2	1	0
c) High-stakes tests provide accurate measures of ELL students' academic achievement.	5	4	3	2	1	0
d) Scores from high-stakes tests are useful for planning instruction for ELLs	5	4	3	2	1	0
e) Teachers are under pressure to “teach to the test”	5	4	3	2	1	0
f) Teachers are under pressure to raise test scores for ELL students	5	4	3	2	1	0
g) The amount of time teachers are expected to spend on testing and test-preparation is too much.....	5	4	3	2	1	0
h) The focus on high-stakes tests is driving instruction for ELL students which is inappropriate.....	5	4	3	2	1	0

“Thank you. Let’s continue with statements referring specifically to you and your own ELL students.”

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure Don’t Know No Answer
i) High Stakes Tests have increased the quality of teaching and learning in your classroom	5	4	3	2	1	0
j) High stakes tests have helped you become a more effective teacher of ELL students	5	4	3	2	1	0
k) High Stakes Tests have helped you focus on the linguistic and cultural needs of your ELL students	5	4	3	2	1	0

“Thank you. Let’s go on to the next question.”

18. “How much pressure do you feel to ‘teach to the test? *No Pressure, Some Pressure, or Strong Pressure?*”

- 1 No pressure
- 2 Some pressure
- 3 Strong pressure
- 88 Don’t know/Not Sure
- 99 No Answer

19. “I’m going to read a few recommendations which have been made regarding the inclusion of ELLs in high-stakes testing programs. For each statement, please indicate whether you would *Support* or *Oppose* each recommendation:

	Support	Oppose	No Answer
a) Require all ELLs to take the test, regardless of how long they have been in the U.S....	1	2	99
b) Provide accommodations for ELLs when taking the tests.....	1	2	99
c) Exclude ELLs from high-stakes tests for the first three years they are enrolled in school.....	1	2	99
d) Exclude ELLs until they become fluent in English	1	2	99
e) Use alternative assessments for ELLs until they are fluent in English	1	2	99

EFFECTS OF HIGH STAKES TESTING ON CONTENT AREAS TAUGHT TO ELL STUDENTS

20. “I’m now going to name the major content areas taught in 3rd grade. Think about how the focus on high-stakes testing has affected the amount of instructional time in your classroom for each of these content areas. As I say each content area, please indicate if there has been a *Major Increase*, *Some Increase*, *Some Decrease*, *Major Decrease*, or *No Change* in the amount of instruction time.

	<u>Major Increase</u>	<u>Some Increase</u>	<u>Some Decrease</u>	<u>Major Decrease</u>	<u>No Change</u>	<u>Not Sure/No Answer</u>
a) Reading	1	2	3	4	0	99
b) Writing	1	2	3	4	0	99
c) Math	1	2	3	4	0	99
d) Science	1	2	3	4	0	99
e) Social Studies	1	2	3	4	0	99
f) ESL	1	2	3	4	0	99
g) Art	1	2	3	4	0	99
h) Music	1	2	3	4	0	99
i) PE	1	2	3	4	0	99

EFFECTS OF HIGH STAKES TESTING CLASSROOM INSTRUCTION/PRACTICES FOR ELL STUDENTS

21. Now I am going to read to you several types of classroom practices, strategies and techniques. For each one, please tell me if your use of this practice *Increased*, or *Decreased*, or if there was *No Change*, as a result of high stakes testing and the pressure to raise test scores. For any practice/technique you do not recognize or have never used, please say *Never Used*.

	<u>Increased</u>	<u>Decreased</u>	<u>No change</u>	<u>Never used</u>	<u>No Answer</u>
a) SDAIE (sheltered) instruction	1	2	0	88	99
b) Primary language support	1	2	0	88	99
c) Small group instruction	1	2	0	88	99
d) Whole group or whole class instruction	1	2	0	88	99
e) Hands-on activities	1	2	0	88	99
f) Cooperative group learning	1	2	0	88	99
g) Learning centers	1	2	0	88	99
h) Authentic assessments	1	2	0	88	99
i) Multiple-choice tests	1	2	0	88	99
j) Class discussions	1	2	0	88	99

	<u>Increased</u>	<u>Decreased</u>	<u>No change</u>	<u>Never used</u>	<u>No Answer</u>
k) Read Alouds of Children Books	1	2	0	88	99
l) Shared Reading	1	2	0	88	99
m) Guided Reading	1	2	0	88	99
n) Silent Reading Time (DEAR, SSR, etc.)	1	2	0	88	99
o) Accelerated Reader	1	2	0	88	99
p) Reading Basals	1	2	0	88	99
q) Direct phonics instruction	1	2	0	88	99
r) Phonics Worksheets	1	2	0	88	99
s) Reading Comprehension Worksheets	1	2	0	88	99
t) Grammar Worksheets	1	2	0	88	99

	<u>Increased</u>	<u>Decreased</u>	<u>No change</u>	<u>Never used</u>	<u>No Answer</u>
u) Shared or Modeled Writing	1	2	0	88	99
v) Journal Writing	1	2	0	88	99
w) Writer's Workshop	1	2	0	88	99
x) Spelling Textbooks	1	2	0	88	99
y) Spelling Worksheets	1	2	0	88	99
z) Independent seat work	1	2	0	88	99

	<u>Increased</u>	<u>Decreased</u>	<u>No change</u>	<u>Never used</u>	<u>No Answer</u>
aa) Math Worksheets	1	2	0	88	99
bb) Math Manipulatives	1	2	0	88	99
cc) Science Experiments	1	2	0	88	99
dd) Test Preparation	1	2	0	88	99
ee) Test Preparation Worksheets	1	2	0	88	99
ff) Skill and drill exercises	1	2	0	88	99
gg) Movies/Videos	1	2	0	88	99
hh) Field trips	1	2	0	88	99
ii) Recess	1	2	0	88	99

Are there any other classroom techniques or strategies that have increased or decreased in your classroom as a result of high-stakes tests? (*Specify*)

	<u>Increased</u>	<u>Decreased</u>	<u>No change</u>	<u>Never used</u>	<u>No Answer</u>
_____	1	2	0	88	99
_____	1	2	0	88	99
_____	1	2	0	88	99
_____	1	2	0	88	99
_____	1	2	0	88	99

22. Within the past few years, has your school adopted or purchased any new programs or curriculum designed to raise test scores?

- 1 Yes [*Go to → 22b and 22c*]
- 2 No
- 88 Don't Know/Not Sure
- 99 No Answer

22b. What program or programs were adopted?

22c. How effective do you feel this program (or these programs) has been or will be in helping ELLs improve their test scores? Would you say *Very Effective*, *Somewhat Effective*, *Not Very Effective*, or *Completely Ineffective*?

- 1 Very Effective
- 2 Somewhat Effective
- 3 Not Very Effective
- 4 Completely Ineffective
- 88 Don't Know/Not Sure
- 99 No Answer

23. In what month do you begin direct test preparation instruction?

(i.e., test preparation worksheets, workbooks, taking practice tests, doing test-like problems with whole class, etc.) (*Don't read answers, just code when answer given*)

Month: _____ Number _____ (e.g., February = 2) (*Note: Just enter month number in database*)

- 0 Don't do direct test preparation
- 88 Don't Know/Not Sure
- 99 No Answer

24. In the month preceding the test, about how much time do you spend on Test Preparation each day?

_____ hours _____ minutes

(*Note: If say "All Day" enter 6 hours. If "I don't do test prep" enter 0. Leave blank if "Don't know, or No Answer"*)

25. Now I'm going to read to you a list of different behaviors ELL students may exhibit while taking a high-stakes test. For each statement, please indicate if you *Frequently*, *Occasionally*, or have *Never* observed these behaviors.

	Occasionally	Frequently	Never
a) Complained that they could not read the questions or answers	N	O	F
b) Complained that they could not understand the questions or answers	N	O	F
c) Left entire sections of the test blank	N	O	F
d) Randomly filled in bubbles without attempting to read the questions	N	O	F
e) Became visibly frustrated or upset	N	O	F
f) Cried	N	O	F
g) Got sick and/or asked to go to the nurse	N	O	F
h) Threw up	N	O	F
h) Other _____	N	O	F

26a. Were any accommodations provided for your ELL students last year when they took the SAT-9 or AIMS tests?

1 Yes [go to → 26b and 26c]

2 No [go to → 27]

26b. What kinds of accommodations were provided?

(Don't read answers, just circle 1 for each accommodation described, and code all others 0)

Quest. #	Provided	Not Provided	Accommodation
26b-1	1	0	Extra time
26b-2	1	0	Reading test directions aloud in English
26b-3	1	0	Read test items aloud in English
26b-4	1	0	Oral Translation/interpretation of test directions
26b-5	1	0	Oral Translation/interpretation of test items.
26b-6	1	0	Provide explanations in English
26b-7	1	0	Provide explanations in native language
26b-8	1	0	Allowed to use English dictionary/glossary
26b-9	1	0	Allowed to use bilingual dictionary/glossary
26b-10	1	0	Individual or small group administration
26b-11	1	0	Testing spread out over multiple days
26b-12	1	0	Other(s) (Specify) _____

26c. How effective were these accommodations in helping your ELL students do better on the tests? Were they *Very Effective*, *Somewhat Effective*, *Not Very Effective*, or *Completely Ineffective*?

- 1 Very Effective
- 2 Somewhat Effective
- 3 Not Very Effective
- 4 Completely Ineffective
- 88 Don't Know/Not Sure
- 99 No Answer

SCHOOL LABELING

Now I'd like to ask you a few questions regarding the school labeling under AZ Learns and NCLB.

I understand that over the past three years, under AZ Learns, your schools was first labeled as _____ (2002), then as _____ (2003) and now as _____ (2004). [See Cover Sheet]. Is this correct?

Last year under NCLB, your school was designated as (Making / Failing to Make) Adequate Yearly Progress, and this year your school has been designated as (Making / Failing to Make) Adequate Yearly Progress. [See Cover Sheet]. Is this correct?

27. How accurate do you feel these labels are in describing your school overall? *Very Accurate*, *Somewhat Accurate*, *Inaccurate*, or *Very Inaccurate*?

- 1 Very accurate
- 2 Somewhat accurate
- 3 Inaccurate
- 4 Very inaccurate
- 88 Don't know/Not Sure
- 99 No Answer

28. How accurate do you feel these labels are in describing your school's success with ELL students? *Very Accurate*, *Somewhat Accurate*, *Inaccurate*, or *Very Inaccurate*?

- 1 Very accurate
- 2 Somewhat accurate
- 3 Inaccurate
- 4 Very inaccurate
- 88 Don't know/Not Sure
- 99 No Answer

29. Do you feel it is fair to use these labels to compare schools with large of numbers of ELLs and schools with low numbers of ELLs?

- 1 Yes
- 2 No
- 88 Don't know/Not Sure
- 99 No Answer

30. How have the recent changes in language, high-stakes testing, and accountability policies in the state affected your satisfaction with your teaching career? Have these changes resulted in *Greater Satisfaction, Lesser Satisfaction, or No Change*?

- 1 Greater satisfaction
- 2 Lesser satisfaction
- 0 No Change
- 88 Don't Know/Not Sure
- 99 No Answer

31. How have these policies affected the morale of your fellow teachers and staff members? Would you say these policies have *Substantially Increased Morale, Increased Morale, Had No Effect on Morale, Decreased Morale, or Substantially Decreased Morale*?

- 1 Substantially Increased Morale
- 2 Increased Morale
- 3 Had No Effect on Morale
- 4 Decreased Morale
- 5 Substantially Decreased Morale
- 88 Don't Know/Not Sure
- 99 No Answer

32a. Within the past three years, have any teachers at your school quit or transferred to a different school due in large part to frustration with current state policies?

- 1 Yes [*Go to → 32b*]
- 2 No
- 88 Don't Know/Not Sure
- 99 No Answer

32b. About how many teachers have quit or transferred?

_____ teachers

BACKGROUND INFORMATION

Thank you. I'd just like to ask you a few more background question on your teaching experience.

33. How many years have you been teaching?

_____ years

34. How many years at your current school?

_____ years

35a. Do you have an ESL or Bilingual Endorsement?

(Don't read answers. Just code after response. Prompt for type of endorsement if necessary)

- 1 Yes – Full ESL Endorsement
- 2 Yes – Provisional ESL Endorsement
- 3 Yes – Bilingual Endorsement
- 4 No [Go to → 35b]
- 88 Don't know/Not Sure
- 99 No Answer

35b. Are you in the process of completing an ESL Endorsement?

- 1 Yes
- 2 No [Go to → 35c]
- 88 Don't know/Not Sure
- 99 No Answer

35c. Do you plan to complete an ESL Endorsement in the future?

- 1 Yes
- 2 No
- 88 Don't Know/Not Sure
- 99 No Answer

OPEN ENDED QUESTIONS

Thank you so much. The questions in the survey have raised a number of issues. At this point I'd like to give ask you a few open-ended questions so you can speak freely on these issues. ...

Have your school or district administrators provided clear guidance on how SEI classrooms differ from mainstream classrooms in terms of curriculum and instruction?

What directions, if any, have you received from your school or district administrators regarding the use of ELL students' native language in the classroom?

What do you perceive to be the greatest needs of ELL students?

How effective are the state's policies in helping you meet those needs?

How would things be different in your school or classroom if these policies were not in place?

What do you feel entails adequate training for teachers of ELLs? (Or, How much training do you feel teachers of ELLs need? Or, Can you describe what you believe is important for teachers of ELL students to be trained in?)

If you had the power to make any changes to current state policies, what would you change and why?

Do you have any other thoughts about any aspect of Proposition 203, high stakes testing, accountability and ELL students not covered by the questions above?

CLOSING STATEMENT

Thank you so much for your time. If you are interested in receiving the results of this survey, I'll be happy to take down your e-mail address.

(If e-mail or mailing address is given, write down on a separate sheet of paper).

Thank you so much for your time. I truly appreciate it.

Do you have any questions for me?

(Answer any questions they have)

Thank you again, and good luck with the rest of the school year. Goodbye.