

APPENDIX I

DOMAIN SCORES AND ITEM SCORES BY YEARS OF TEACHING EXPERIENCE, PRIMARY TEACHING ASSIGNMENT, TENURE STATUS, SOL TEST GRADE STATUS, AND SOCIO-ECONOMIC LEVEL OF TEACHERS' SCHOOLS

Table I-1

Domain Scores by Years of Teaching Experience

| Years Teaching Experience | Domains ^a | | | | | | | | | | | | | | | | | | | |
|---------------------------|----------------------|----------|----------|-----------|-------------------------|----------|----------|-----------|-----------------|----------|----------|-----------|-------------------|----------|----------|-----------|-----------------------|----------|----------|-----------|
| | Student outcomes | | | | Instructional practices | | | | School outcomes | | | | Public confidence | | | | Outcomes for teachers | | | |
| | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> |
| 0-3 | 34 | 9.7 | 2.98 | .44 | 34 | 9.7 | 3.34 | .43 | 34 | 9.7 | 3.02 | .33 | 34 | 9.7 | 3.03 | .43 | 34 | 9.7 | 3.24 | .44 |
| 4-10 | 76 | 21.6 | 2.91 | .35 | 76 | 21.6 | 3.29 | .47 | 76 | 21.6 | 3.06 | .43 | 76 | 21.6 | 3.04 | .38 | 76 | 21.6 | 3.28 | .38 |
| 11-19 | 84 | 23.9 | 2.98 | .47 | 84 | 23.9 | 3.26 | .49 | 84 | 23.9 | 3.03 | .45 | 84 | 23.9 | 3.04 | .42 | 84 | 23.9 | 3.28 | .45 |
| 20-29 | 108 | 30.7 | 2.99 | .43 | 108 | 30.7 | 3.29 | .45 | 108 | 30.7 | 3.10 | .39 | 108 | 30.7 | 3.12 | .43 | 108 | 30.7 | 3.35 | .41 |
| 30+ | 45 | 12.8 | 2.89 | .48 | 45 | 12.8 | 3.26 | .50 | 45 | 12.8 | 2.99 | .52 | 45 | 12.8 | 3.10 | .44 | 45 | 12.8 | 3.26 | .47 |
| Missing | 5 | 1.4 | | | 5 | 1.4 | | | 5 | 1.4 | | | 5 | 1.4 | | | 5 | 1.4 | | |
| Total | 352 | 100 | 2.95 | .43 | 352 | 100 | 3.28 | .47 | 352 | 100 | 3.05 | .43 | 352 | 100 | 3.07 | .42 | 352 | 100 | 3.29 | .42 |

^aThe scale was 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table I-2

Domain Scores by Primary Teaching Assignment

| Primary Teaching Assignment | Domains ^a | | | | | | | | | | | | | | | | | | | |
|-----------------------------|----------------------|----------|----------|-----------|-------------------------|----------|----------|-----------|-----------------|----------|----------|-----------|-------------------|----------|----------|-----------|-----------------------|----------|----------|-----------|
| | Student outcomes | | | | Instructional practices | | | | School outcomes | | | | Public confidence | | | | Outcomes for teachers | | | |
| | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> |
| K-5 | 122 | 34.7 | 2.96 | .41 | 122 | 34.7 | 3.30 | .46 | 122 | 34.7 | 3.03 | .42 | 122 | 34.7 | 3.11 | .39 | 122 | 34.7 | 3.34 | .45 |
| 6-8 | 66 | 18.8 | 2.89 | .35 | 66 | 18.8 | 3.26 | .41 | 66 | 18.8 | 3.04 | .41 | 66 | 18.8 | 3.08 | .40 | 66 | 18.8 | 3.28 | .38 |
| 9-12 | 76 | 21.6 | 2.97 | .48 | 76 | 21.6 | 3.27 | .52 | 76 | 21.6 | 3.01 | .44 | 76 | 21.6 | 3.01 | .45 | 76 | 21.6 | 3.24 | .43 |
| Guidance | 10 | 2.8 | 3.05 | .45 | 10 | 2.8 | 3.42 | .58 | 10 | 2.8 | 3.30 | .28 | 10 | 2.8 | 3.12 | .45 | 10 | 2.8 | 3.47 | .43 |
| Special Education | 41 | 11.6 | 3.04 | .48 | 41 | 11.6 | 3.31 | .42 | 41 | 11.6 | 3.12 | .43 | 41 | 11.6 | 3.05 | .46 | 41 | 11.6 | 3.31 | .33 |
| Librarian | 4 | 1.1 | 2.56 | .65 | 4 | 1.1 | 2.85 | .64 | 4 | 1.1 | 2.95 | .59 | 4 | 1.1 | 2.85 | .71 | 4 | 1.1 | 2.84 | .67 |
| Other | 29 | 8.2 | 2.96 | .47 | 29 | 8.2 | 3.31 | .49 | 29 | 8.2 | 3.11 | .43 | 29 | 8.2 | 3.10 | .42 | 29 | 8.2 | 3.29 | .45 |
| Missing | 4 | 1.1 | | | 4 | 1.1 | | | 4 | 1.1 | | | 4 | 1.1 | | | 4 | 1.1 | | |
| Total | 352 | 100 | 2.95 | .43 | 352 | 100 | 3.28 | .47 | 352 | 100 | 3.05 | .43 | 352 | 100 | 3.07 | .42 | 352 | 100 | 3.29 | .42 |

a The scale was 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table I-3

Domain Scores by Tenure Status

| Tenure Status | Domains ^a | | | | | | | | | | | | | | | | | | | |
|---------------|----------------------|----------|----------|-----------|-------------------------|----------|----------|-----------|-----------------|----------|----------|-----------|-------------------|----------|----------|-----------|-----------------------|----------|----------|-----------|
| | Student outcomes | | | | Instructional practices | | | | School outcomes | | | | Public confidence | | | | Outcomes for teachers | | | |
| | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> |
| Tenured | 290 | 82.4 | 2.97 | .43 | 290 | 82.4 | 3.28 | .47 | 290 | 82.4 | 3.06 | .44 | 290 | 82.4 | 3.09 | .41 | 290 | 82.4 | 3.31 | .43 |
| Non-Tenured | 56 | 15.9 | 2.88 | .42 | 56 | 15.9 | 3.29 | .46 | 56 | 15.9 | 2.98 | .34 | 56 | 15.9 | 2.94 | .44 | 56 | 15.9 | 3.24 | .41 |
| Missing | 6 | 1.7 | | | 6 | 1.7 | | | 6 | 1.7 | | | 6 | 1.7 | | | 6 | 1.7 | | |
| Total | 352 | 100 | 2.95 | .43 | 352 | 100 | 3.28 | .47 | 352 | 100 | 3.05 | .43 | 352 | 100 | 3.07 | .42 | 352 | 100 | 3.29 | .42 |

a The scale was 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table I-4

Domain Scores by Test Grade Status

| Test Grade Status | Domains ^a | | | | | | | | | | | | | | | | | | | |
|-----------------------|----------------------|----------|----------|-----------|-------------------------|----------|----------|-----------|-----------------|----------|----------|-----------|-------------------|----------|----------|-----------|-----------------------|----------|----------|-----------|
| | Student outcomes | | | | Instructional practices | | | | School outcomes | | | | Public confidence | | | | Outcomes for teachers | | | |
| | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> |
| SOL Test Grade | 182 | 51.7 | 2.98 | .43 | 182 | 51.7 | 3.30 | .44 | 182 | 51.7 | 3.06 | .42 | 182 | 51.7 | 3.08 | .40 | 182 | 51.7 | 3.33 | .41 |
| Non-SOL Test Grade | 166 | 47.2 | 2.92 | .44 | 166 | 47.2 | 3.27 | .50 | 166 | 47.2 | 3.05 | .43 | 166 | 47.2 | 3.06 | .44 | 166 | 47.2 | 3.26 | .44 |
| Missing | 4 | 1.1 | | | 4 | 1.1 | | | 4 | 1.1 | | | 4 | 1.1 | | | 4 | 1.1 | | |
| Total | 352 | 100 | 2.95 | .43 | 352 | 100 | 3.28 | .47 | 352 | 100 | 3.05 | .43 | 352 | 100 | 3.07 | .42 | 352 | 100 | 3.29 | .42 |

^a The scale was: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table I-5

Domain Scores by Socio-Economic Level of Respondents' Schools

| School SES ^b | Domains ^a | | | | | | | | | | | | | | | | | | | |
|--------------------------|----------------------|----------|----------|-----------|-------------------------|----------|----------|-----------|-----------------|----------|----------|-----------|-------------------|----------|----------|-----------|-----------------------|----------|----------|-----------|
| | Student outcomes | | | | Instructional practices | | | | School outcomes | | | | Public confidence | | | | Outcomes for teachers | | | |
| | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>%</u> | <u>M</u> | <u>SD</u> |
| Low SES | 61 | 17.3 | 2.90 | .47 | 61 | 17.3 | 3.24 | .46 | 61 | 17.3 | 3.00 | .43 | 61 | 17.3 | 2.96 | .42 | 61 | 17.3 | 3.31 | .47 |
| Medium SES | 116 | 33.0 | 2.93 | .45 | 116 | 33.0 | 3.25 | .49 | 116 | 33.0 | 3.02 | .44 | 116 | 33.0 | 3.10 | .43 | 116 | 33.0 | 3.26 | .43 |
| High SES | 125 | 35.5 | 2.99 | .39 | 125 | 35.5 | 3.37 | .45 | 125 | 35.5 | 3.12 | .41 | 125 | 35.5 | 3.11 | .40 | 125 | 35.5 | 3.32 | .41 |
| Not Participating (NSLP) | 13 | 3.7 | | | 13 | 3.7 | | | 13 | 3.7 | | | 13 | 3.7 | | | 13 | 3.7 | | |
| Missing | 37 | 10.5 | | | 37 | 10.5 | | | 37 | 10.5 | | | 37 | 10.5 | | | 37 | 10.5 | | |
| Total | 352 | 100 | 2.95 | .43 | 352 | 100 | 3.28 | .47 | 352 | 100 | 3.05 | .43 | 352 | 100 | 3.07 | .42 | 352 | 100 | 3.29 | .42 |

^a The scale was: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree ^b Low SES schools = 50% or more students receive free or reduced price meals; medium SES schools = 25–49% of students receive free or reduced price meals; high SES schools = 1–24% of students receive free or reduced price meals. ^c NSLP = National School Lunch Program.

Table I-6

Item Scores by Domain and Years of Teaching Experience, Across Respondents and Categories

| Items | Years of teaching experience | | | | | | | | | | | | | | |
|--|------------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | 0-3 | | | 4-10 | | | 11-19 | | | 20-29 | | | 30+ | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Student Outcomes</u> | | | | | | | | | | | | | | | |
| 3. Students will feel too much anxiety about tests | 33 | 3.21 | .93 | 76 | 3.33 | .76 | 81 | 3.23 | .78 | 106 | 3.28 | .74 | 45 | 3.24 | .74 |
| 8. Financially disadvantaged students will fail tests | 33 | 2.91 | 1.04 | 76 | 3.09 | .82 | 84 | 3.07 | .83 | 105 | 3.17 | .83 | 44 | 2.82 | .92 |
| 11. Students with academic learning disabilities will fail tests | 34 | 3.18 | .83 | 76 | 3.22 | .74 | 83 | 3.17 | .87 | 107 | 3.32 | .67 | 45 | 3.16 | .74 |
| 12. Students' writing competency will improve significantly | 33 | 2.85 | .87 | 76 | 2.67 | .64 | 83 | 2.81 | .67 | 106 | 2.67 | .79 | 45 | 2.67 | .67 |
| 20. More low achieving students will be retained in school | 33 | 2.88 | .82 | 76 | 2.83 | .76 | 81 | 2.84 | .83 | 103 | 2.83 | .84 | 44 | 2.91 | .77 |
| 25. Students will have more negative attitudes | 34 | 3.03 | .87 | 76 | 3.00 | .73 | 81 | 2.93 | .75 | 107 | 3.07 | .72 | 45 | 2.91 | .79 |
| 29. More low achieving students will drop out of school | 33 | 3.00 | .83 | 76 | 3.12 | .69 | 81 | 3.19 | .74 | 105 | 3.24 | .75 | 44 | 2.98 | .82 |
| 36. Minority students will fail SOL tests in higher numbers | 34 | 2.82 | .94 | 76 | 2.71 | .80 | 82 | 3.00 | .87 | 104 | 3.04 | .80 | 44 | 2.66 | .81 |
| 37. Student scores on nationally normed tests will improve | 33 | 2.76 | .61 | 76 | 2.64 | .56 | 82 | 2.71 | .69 | 105 | 2.77 | .65 | 41 | 2.59 | .74 |
| 40. Students with low SOL scores will be tracked | 33 | 3.12 | .55 | 75 | 2.72 | .58 | 82 | 2.99 | .68 | 106 | 2.84 | .71 | 44 | 2.98 | .73 |
| 41. Students' reading comprehension will improve | 33 | 2.97 | .77 | 75 | 2.83 | .60 | 83 | 3.00 | .68 | 107 | 2.93 | .68 | 45 | 2.91 | .73 |
| 49. Students' math competency will improve significantly | 33 | 2.79 | .65 | 75 | 2.77 | .53 | 82 | 2.79 | .64 | 105 | 2.83 | .69 | 45 | 2.73 | .65 |
| 51. More low-achieving students in special education classes | 33 | 2.73 | .88 | 76 | 2.57 | .66 | 83 | 2.78 | .83 | 105 | 2.63 | .80 | 42 | 2.60 | .91 |
| 52. Students will experience less joy in learning | 32 | 3.37 | .83 | 76 | 3.21 | .75 | 82 | 3.28 | .81 | 106 | 3.16 | .82 | 45 | 3.29 | .87 |
| Student Outcomes Total | 34 | 2.97 | .44 | 76 | 2.91 | .35 | 84 | 2.98 | .47 | 108 | 3.00 | .43 | 45 | 2.89 | .48 |

(table continues)

Table I-6 (continued)

| Items | Years of teaching experience | | | | | | | | | | | | | | | |
|---|------------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|--|
| | 0-3 | | | 4-10 | | | 11-19 | | | 20-29 | | | 30+ | | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | |
| <u>Domain: Instructional Practices</u> | | | | | | | | | | | | | | | | |
| 2. Teaching practices will emphasize rote recall of facts | 32 | 3.12 | .87 | 76 | 3.17 | .76 | 83 | 3.12 | .72 | 106 | 3.13 | .82 | 44 | 3.32 | .74 | |
| 4. The goal of classroom teaching...rote recall of facts | 34 | 3.62 | .49 | 75 | 3.55 | .58 | 83 | 3.39 | .75 | 107 | 3.56 | .62 | 45 | 3.51 | .59 | |
| 13. Teaching practices will improve | 34 | 2.82 | .87 | 76 | 2.75 | .75 | 82 | 2.78 | .74 | 105 | 2.71 | .85 | 45 | 2.60 | .84 | |
| 15. Teaching practices will emphasize a narrow curriculum | 33 | 3.00 | .79 | 76 | 3.09 | .79 | 81 | 3.09 | .76 | 106 | 3.09 | .76 | 45 | 2.96 | .88 | |
| 21. Teaching practices will begin to resemble SOL tests | 33 | 3.52 | .71 | 76 | 3.53 | .58 | 83 | 3.43 | .68 | 108 | 3.51 | .63 | 44 | 3.41 | .66 | |
| 30. Too much teaching time...spent preparing for SOL tests | 34 | 3.71 | .52 | 76 | 3.51 | .66 | 83 | 3.55 | .65 | 107 | 3.56 | .65 | 45 | 3.69 | .60 | |
| 35. Less time devoted to topics not addressed on SOL tests | 34 | 3.65 | .69 | 76 | 3.70 | .49 | 83 | 3.63 | .58 | 108 | 3.74 | .48 | 45 | 3.60 | .58 | |
| 42. More time will be devoted to teaching critical thinking | 34 | 3.26 | .67 | 76 | 3.01 | .82 | 82 | 3.02 | .80 | 107 | 2.99 | .85 | 45 | 3.00 | .85 | |
| Instructional Practices Total | 34 | 3.34 | .43 | 76 | 3.29 | .47 | 84 | 3.25 | .49 | 108 | 3.29 | .45 | 45 | 3.26 | .50 | |
| <u>Domain: Outcomes for Schools</u> | | | | | | | | | | | | | | | | |
| 5. Schools with low SOL scores will be told how to improve | 34 | 3.18 | .80 | 74 | 3.09 | .85 | 82 | 3.01 | .84 | 107 | 3.04 | .90 | 44 | 3.16 | .83 | |
| 6. Schools' decision-making authority will be reduced | 32 | 3.19 | .82 | 75 | 3.25 | .70 | 81 | 3.16 | .66 | 107 | 3.17 | .72 | 44 | 2.98 | .98 | |
| 14. Schools will develop their own student outcomes | 34 | 2.88 | .84 | 76 | 3.04 | .72 | 81 | 2.98 | .85 | 106 | 3.11 | .81 | 44 | 2.84 | .86 | |
| 22. The SOL curriculum will...to make their own decisions | 33 | 3.15 | .71 | 76 | 3.36 | .60 | 81 | 3.28 | .69 | 106 | 3.39 | .66 | 45 | 3.27 | .65 | |

(table continues)

Table I-6 (continued)

| Items | Years of teaching experience | | | | | | | | | | | | | | | |
|---|------------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|--|
| | 0-3 | | | 4-10 | | | 11-19 | | | 20-29 | | | 30+ | | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | |
| 28. The publication of SOL scores...instructional problems | 33 | 2.45 | .83 | 76 | 2.41 | .70 | 81 | 2.38 | .75 | 107 | 2.61 | .92 | 44 | 2.50 | .85 | |
| 34. Threats by the state...will cause schools to improve | 31 | 2.97 | .84 | 76 | 3.03 | .71 | 81 | 3.00 | .79 | 106 | 3.08 | .75 | 45 | 3.02 | .66 | |
| 43. Schools with low SOL scores will have less autonomy | 34 | 3.29 | .63 | 76 | 3.25 | .64 | 81 | 3.36 | .66 | 107 | 3.30 | .69 | 44 | 3.18 | .66 | |
| Outcomes for Schools Total | 34 | 3.02 | .33 | 76 | 3.06 | .43 | 84 | 3.03 | .45 | 108 | 3.09 | .38 | 45 | 2.99 | .51 | |
| <u>Domain: Outcomes for Public Confidence</u> | | | | | | | | | | | | | | | | |
| 1. The SOL testing program will raise the status of education | 34 | 2.56 | .82 | 73 | 2.45 | .62 | 81 | 2.49 | .84 | 104 | 2.59 | .77 | 45 | 2.62 | .81 | |
| 7. The public will be more confident in Virginia's schools | 31 | 2.71 | .82 | 76 | 2.62 | .65 | 83 | 2.60 | .76 | 105 | 2.73 | .81 | 45 | 2.69 | .79 | |
| 16. Schools with high SOL scores will be...good schools | 34 | 3.56 | .66 | 76 | 3.55 | .55 | 83 | 3.58 | .57 | 108 | 3.61 | .54 | 45 | 3.78 | .52 | |
| 17. The public will support increased taxes | 34 | 3.12 | .81 | 76 | 3.22 | .67 | 83 | 3.34 | .67 | 108 | 3.41 | .61 | 45 | 3.42 | .58 | |
| 23. Schools with low SOL scores...bad schools | 34 | 3.50 | .66 | 76 | 3.47 | .77 | 83 | 3.55 | .65 | 108 | 3.58 | .58 | 45 | 3.44 | .81 | |
| 27. Opinion polls will indicate greater confidence | 34 | 2.68 | .77 | 75 | 2.85 | .56 | 82 | 2.74 | .72 | 105 | 2.83 | .74 | 44 | 2.84 | .71 | |
| 33. The public will have greater faith in teachers | 34 | 2.91 | .75 | 76 | 2.92 | .63 | 83 | 2.90 | .73 | 106 | 3.03 | .72 | 45 | 3.02 | .58 | |
| 44. More citizens will express faith in the teaching profession | 33 | 2.88 | .82 | 76 | 3.00 | .61 | 82 | 2.90 | .66 | 105 | 2.96 | .71 | 45 | 3.04 | .60 | |
| 45. Parents will be less likely to criticize teachers'... | 33 | 3.03 | .73 | 75 | 3.16 | .62 | 83 | 3.10 | .67 | 107 | 3.20 | .72 | 44 | 3.09 | .68 | |
| 48. Public support for schools determined by SOL scores | 33 | 3.24 | .71 | 76 | 3.13 | .70 | 82 | 3.13 | .72 | 106 | 3.18 | .61 | 44 | 3.02 | .59 | |
| Outcomes for Public Confidence Total | 34 | 3.03 | .43 | 76 | 3.04 | .38 | 84 | 3.04 | .42 | 108 | 3.12 | .43 | 45 | 3.10 | .44 | |
| <u>Domain: Outcomes for Teachers</u> | | | | | | | | | | | | | | | | |
| 9. Teachers will experience increased self-esteem | 34 | 3.32 | .77 | 75 | 3.17 | .70 | 81 | 3.26 | .70 | 108 | 3.31 | .65 | 44 | 3.20 | .63 | |
| 10. Teachers...will ask to transfer to other grades | 33 | 2.79 | .82 | 75 | 2.97 | .80 | 82 | 2.89 | .70 | 106 | 2.90 | .82 | 43 | 2.84 | .78 | |

(table continues)

Table I-6 (continued)

| Items | Years of teaching experience | | | | | | | | | | | | | | |
|--|------------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | 0-3 | | | 4-10 | | | 11-19 | | | 20-29 | | | 30+ | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 18. Teachers will be less happy in their jobs | 33 | 3.15 | .76 | 76 | 3.24 | .78 | 82 | 3.30 | .62 | 108 | 3.30 | .78 | 45 | 3.24 | .83 |
| 19. Teachers will worry about their students SOL scores | 34 | 3.65 | .65 | 76 | 3.66 | .58 | 83 | 3.61 | .56 | 108 | 3.65 | .50 | 45 | 3.60 | .65 |
| 24. More teachers will stop teaching to accept other jobs | 33 | 3.06 | .90 | 76 | 3.22 | .67 | 82 | 3.22 | .74 | 108 | 3.33 | .68 | 45 | 3.31 | .70 |
| 26. Teacher absenteeism will increase | 34 | 2.24 | .78 | 75 | 2.53 | .89 | 82 | 2.52 | .85 | 106 | 2.80 | .83 | 44 | 2.55 | .87 |
| 31. Teachers will develop more positive attitudes | 34 | 3.44 | .61 | 75 | 3.27 | .62 | 83 | 3.36 | .64 | 108 | 3.36 | .68 | 45 | 3.33 | .71 |
| 32. Teachers will experience greater stress | 33 | 3.61 | .66 | 76 | 3.63 | .71 | 83 | 3.55 | .75 | 108 | 3.64 | .69 | 45 | 3.64 | .65 |
| 38. Teachers will experience greater satisfaction | 34 | 3.41 | .70 | 75 | 3.23 | .71 | 81 | 3.31 | .77 | 107 | 3.36 | .72 | 45 | 3.31 | .79 |
| 39. Teachers will worry more about their job security | 34 | 3.24 | .82 | 75 | 3.28 | .71 | 81 | 3.28 | .73 | 108 | 3.29 | .72 | 45 | 3.13 | .79 |
| 46. Teachers will worry...about their reputations | 34 | 3.29 | .63 | 76 | 3.43 | .52 | 84 | 3.33 | .66 | 108 | 3.41 | .58 | 45 | 3.29 | .63 |
| 47. Teachers will have greater authority...curriculum topics | 34 | 3.44 | .66 | 76 | 3.53 | .60 | 84 | 3.52 | .59 | 108 | 3.62 | .52 | 44 | 3.48 | .63 |
| 50. More teachers will complain about "burnout" | 33 | 3.52 | .62 | 76 | 3.49 | .62 | 83 | 3.45 | .63 | 108 | 3.58 | .63 | 45 | 3.49 | .73 |
| Outcomes for Teachers Total | 34 | 3.24 | .44 | 76 | 3.28 | .38 | 84 | 3.28 | .45 | 108 | 3.35 | .41 | 45 | 3.26 | .46 |

(table continues)

Table I-7

Item Scores by Domain and Primary Teaching Assignment

| Items | Primary teaching assignment | | | | | | | | |
|--|-----------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | K – 5 | | | 6 – 8 | | | 9 – 12 | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Student Outcomes</u> | | | | | | | | | |
| 3. Students will feel too much anxiety about tests | 122 | 3.40 | .69 | 64 | 3.30 | .68 | 75 | 3.04 | .89 |
| 8. Financially disadvantaged students will fail tests | 121 | 3.19 | .79 | 66 | 2.94 | .87 | 76 | 2.93 | .90 |
| 11. Students with academic learning disabilities will fail tests | 122 | 3.21 | .73 | 66 | 3.20 | .73 | 75 | 3.25 | .77 |
| 12. Students' writing competency will improve significantly | 122 | 2.68 | .65 | 65 | 2.69 | .66 | 76 | 2.88 | .77 |
| 20. More low achieving students will be retained in school | 120 | 2.81 | .76 | 64 | 2.66 | .76 | 76 | 2.92 | .88 |
| 25. Students will have more negative attitudes | 121 | 2.96 | .79 | 65 | 3.02 | .70 | 76 | 3.04 | .77 |
| 29. More low achieving students will drop out of school | 121 | 3.15 | .74 | 62 | 2.98 | .74 | 75 | 3.12 | .80 |
| 36. Minority students will fail SOL tests in higher numbers | 119 | 2.97 | .80 | 66 | 2.82 | .82 | 76 | 2.79 | .85 |
| 37. Student scores on nationally normed tests will improve | 121 | 2.74 | .57 | 62 | 2.60 | .61 | 76 | 2.76 | .69 |
| 40. Students with low SOL scores will be tracked | 121 | 2.87 | .67 | 64 | 2.88 | .58 | 76 | 2.92 | .73 |
| 41. Students' reading comprehension will improve | 120 | 2.93 | .61 | 66 | 2.73 | .67 | 76 | 3.05 | .67 |
| 49. Students' math competency will improve significantly | 121 | 2.76 | .66 | 65 | 2.72 | .52 | 76 | 2.91 | .66 |
| 51. More low-achieving students in special education classes | 121 | 2.64 | .77 | 64 | 2.64 | .76 | 76 | 2.66 | .84 |
| 52. Students will experience less joy in learning | 120 | 3.16 | .82 | 64 | 3.31 | .73 | 76 | 3.28 | .87 |
| Student Outcomes Total | 122 | 2.96 | .41 | 66 | 2.89 | .34 | 76 | 2.97 | .48 |

(table continues)

Table I-7 (continued)

| Items | Primary teaching assignment | | | | | | | | |
|---|-----------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | K – 5 | | | 6 – 8 | | | 9 – 12 | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Instructional Practices</u> | | | | | | | | | |
| 2. Teaching practices will emphasize rote recall of facts | 122 | 3.22 | .83 | 65 | 2.98 | .78 | 75 | 3.11 | .76 |
| 4. The goal of classroom teaching...rote recall of facts | 122 | 3.55 | .63 | 65 | 3.49 | .62 | 76 | 3.46 | .68 |
| 13. Teaching practices will improve | 121 | 2.72 | .73 | 65 | 2.78 | .78 | 76 | 2.75 | .87 |
| 15. Teaching practices will emphasize a narrow curriculum | 121 | 3.03 | .75 | 65 | 3.09 | .70 | 75 | 2.97 | .94 |
| 21. Teaching practices will begin to resemble SOL tests | 121 | 3.58 | .62 | 66 | 3.36 | .65 | 75 | 3.48 | .62 |
| 30. Too much teaching time...spent preparing for SOL tests | 121 | 3.61 | .61 | 66 | 3.67 | .59 | 76 | 3.54 | .68 |
| 35. Less time devoted to topics not addressed on SOL tests | 121 | 3.66 | .54 | 66 | 3.73 | .54 | 76 | 3.64 | .58 |
| 42. More time will be devoted to teaching critical thinking | 121 | 2.97 | .81 | 65 | 2.97 | .83 | 76 | 3.18 | .76 |
| Instructional Practices Total | 122 | 3.30 | .46 | 66 | 3.26 | .41 | 76 | 3.27 | .52 |
| <u>Domain: Outcomes for Schools</u> | | | | | | | | | |
| 5. Schools with low SOL scores will be told how to improve | 121 | 3.01 | .91 | 65 | 3.08 | .83 | 75 | 3.04 | .80 |
| 6. Schools' decision-making authority will be reduced | 119 | 3.25 | .69 | 64 | 3.19 | .69 | 75 | 3.04 | .86 |
| 14. Schools will develop their own student outcomes | 121 | 2.92 | .77 | 64 | 2.97 | .80 | 75 | 2.95 | .88 |
| 22. The SOL curriculum will...to make their own decisions | 120 | 3.26 | .72 | 65 | 3.34 | .64 | 74 | 3.35 | .65 |

(table continues)

Table I-7 (continued)

| Items | Primary teaching assignment | | | | | | | | |
|---|-----------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | K – 5 | | | 6 – 8 | | | 9 – 12 | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 28. The publication of SOL scores...instructional problems | 120 | 2.43 | .81 | 64 | 2.38 | .63 | 76 | 2.54 | .81 |
| 34. Threats by the state...will cause schools to improve | 121 | 3.08 | .70 | 65 | 2.97 | .73 | 76 | 2.95 | .75 |
| 43. Schools with low SOL scores will have less autonomy | 120 | 3.23 | .65 | 64 | 3.36 | .63 | 76 | 3.24 | .65 |
| Outcomes for Schools Total | 122 | 3.03 | .42 | 66 | 3.04 | .41 | 76 | 3.01 | .44 |
| <u>Domain: Outcomes for Public Confidence</u> | | | | | | | | | |
| 1. The SOL testing program will raise the status of education | 120 | 2.58 | .71 | 63 | 2.48 | .69 | 75 | 2.48 | .84 |
| 7. The public will be more confident in Virginia's schools | 120 | 2.70 | .67 | 64 | 2.70 | .75 | 75 | 2.68 | .89 |
| 16. Schools with high SOL scores will be...good schools | 121 | 3.64 | .56 | 66 | 3.65 | .51 | 76 | 3.54 | .58 |
| 17. The public will support increased taxes | 121 | 3.33 | .61 | 66 | 3.36 | .62 | 76 | 3.32 | .73 |
| 23. Schools with low SOL scores...bad schools | 121 | 3.56 | .63 | 66 | 3.53 | .73 | 76 | 3.45 | .72 |
| 27. Opinion polls will indicate greater confidence | 118 | 2.90 | .60 | 64 | 2.73 | .65 | 76 | 2.76 | .73 |
| 33. The public will have greater faith in teachers | 120 | 3.03 | .63 | 66 | 2.95 | .69 | 76 | 2.92 | .67 |
| 44. More citizens will express faith in the teaching profession | 121 | 2.98 | .58 | 65 | 3.00 | .73 | 75 | 2.89 | .71 |
| 45. Parents will be less likely to criticize teachers'... | 121 | 3.12 | .65 | 64 | 3.17 | .63 | 76 | 3.07 | .75 |
| 48. Public support for schools determined by SOL scores | 122 | 3.17 | .69 | 65 | 3.20 | .59 | 74 | 3.01 | .73 |
| Outcomes for Public Confidence Total | 122 | 3.11 | .39 | 66 | 3.08 | .40 | 76 | 3.01 | .45 |
| <u>Domain: Outcomes for Teachers</u> | | | | | | | | | |
| 9. Teachers will experience increased self-esteem | 121 | 3.31 | .69 | 63 | 3.32 | .64 | 76 | 3.22 | .69 |
| 10. Teachers...will ask to transfer to other grades | 122 | 3.09 | .78 | 63 | 2.67 | .74 | 76 | 2.67 | .72 |

(table continues)

Table I-7 (continued)

| Items | Primary teaching assignment | | | | | | | | |
|--|-----------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | K – 5 | | | 6 – 8 | | | 9 – 12 | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 18. Teachers will be less happy in their jobs | 121 | 3.31 | .74 | 66 | 3.27 | .67 | 75 | 3.17 | .84 |
| 19. Teachers will worry about their students SOL scores | 121 | 3.73 | .50 | 66 | 3.61 | .58 | 76 | 3.59 | .55 |
| 24. More teachers will stop teaching to accept other jobs | 121 | 3.21 | .75 | 65 | 3.28 | .65 | 76 | 3.28 | .78 |
| 26. Teacher absenteeism will increase | 121 | 2.64 | .89 | 64 | 2.55 | .87 | 76 | 2.45 | .85 |
| 31. Teachers will develop more positive attitudes | 120 | 3.33 | .66 | 66 | 3.39 | .63 | 76 | 3.30 | .67 |
| 32. Teachers will experience greater stress | 121 | 3.69 | .63 | 66 | 3.65 | .59 | 76 | 3.51 | .77 |
| 38. Teachers will experience greater satisfaction | 120 | 3.33 | .71 | 66 | 3.33 | .69 | 75 | 3.37 | .73 |
| 39. Teachers will worry more about their job security | 121 | 3.34 | .73 | 64 | 3.19 | .75 | 75 | 3.17 | .72 |
| 46. Teachers will worry...about their reputations | 122 | 3.39 | .61 | 66 | 3.29 | .63 | 76 | 3.30 | .61 |
| 47. Teachers will have greater authority...curriculum topics | 122 | 3.56 | .62 | 65 | 3.46 | .56 | 76 | 3.59 | .57 |
| 50. More teachers will complain about “burnout” | 122 | 3.52 | .63 | 65 | 3.55 | .59 | 76 | 3.43 | .75 |
| Outcomes for Teachers Total | 122 | 3.34 | .45 | 66 | 3.28 | .38 | 76 | 3.24 | .43 |

(table continues)

Table I-7 (continued)

| Items | Primary teaching assignment | | | | | | | | | | | |
|--|-----------------------------|----------|-----------|-------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Guidance | | | Special education | | | Library | | | Other | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Student Outcomes</u> | | | | | | | | | | | | |
| 3. Students will feel too much anxiety about tests | 9 | 3.56 | .73 | 41 | 3.37 | .77 | 4 | 2.75 | .96 | 27 | 3.11 | .80 |
| 8. Financially disadvantaged students will fail tests | 10 | 3.20 | .63 | 40 | 2.98 | .89 | 4 | 2.50 | 1.29 | 26 | 3.27 | .96 |
| 11. Students with academic learning disabilities will fail tests | 10 | 3.50 | .53 | 41 | 3.29 | .90 | 4 | 2.75 | .96 | 28 | 3.11 | .79 |
| 12. Students' writing competency will improve significantly | 9 | 2.67 | .71 | 40 | 2.62 | .90 | 4 | 2.00 | .82 | 28 | 2.79 | .74 |
| 20. More low achieving students will be retained in school | 8 | 3.38 | .74 | 39 | 3.13 | .86 | 4 | 2.25 | .50 | 27 | 2.81 | .68 |
| 25. Students will have more negative attitudes | 10 | 3.10 | .88 | 40 | 2.98 | .80 | 4 | 2.50 | .58 | 28 | 3.07 | .60 |
| 29. More low achieving students will drop out of school | 9 | 3.56 | .53 | 41 | 3.34 | .76 | 4 | 2.25 | .50 | 28 | 3.25 | .70 |
| 36. Minority students will fail SOL tests in higher numbers | 10 | 2.60 | .97 | 40 | 3.00 | .78 | 4 | 2.50 | 1.29 | 26 | 2.92 | 1.02 |
| 37. Student scores on nationally normed tests will improve | 8 | 2.75 | .89 | 40 | 2.75 | .78 | 3 | 3.00 | 1.00 | 28 | 2.54 | .64 |
| 40. Students with low SOL scores will be tracked | 9 | 2.89 | .60 | 40 | 3.00 | .68 | 3 | 2.67 | .58 | 28 | 2.86 | .76 |
| 41. Students' reading comprehension will improve | 9 | 3.00 | .71 | 41 | 2.93 | .79 | 4 | 3.00 | .82 | 28 | 3.00 | .77 |
| 49. Students' math competency will improve significantly | 8 | 2.75 | .89 | 40 | 2.72 | .64 | 4 | 2.75 | .96 | 27 | 2.89 | .58 |
| 51. More low-achieving students in special education classes | 9 | 2.33 | .87 | 40 | 2.97 | .80 | 4 | 2.50 | .58 | 26 | 2.46 | .81 |
| 52. Students will experience less joy in learning | 9 | 3.44 | .88 | 40 | 3.35 | .77 | 3 | 2.75 | .96 | 29 | 3.17 | .76 |
| Student Outcomes Total | 10 | 3.05 | .45 | 41 | 3.04 | .48 | 4 | 2.56 | .65 | 29 | 2.95 | .47 |

(table continues)

Table I-7 (continued)

| Items | Primary teaching assignment | | | | | | | | | | | |
|---|-----------------------------|----------|-----------|-------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Guidance | | | Special education | | | Library | | | Other | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Instructional Practices</u> | | | | | | | | | | | | |
| 2. Teaching practices will emphasize rote recall of facts | 9 | 3.56 | .73 | 40 | 3.23 | .62 | 3 | 3.00 | 1.00 | 28 | 3.29 | .71 |
| 4. The goal of classroom teaching...rote recall of facts | 10 | 3.50 | .71 | 41 | 3.59 | .55 | 4 | 3.25 | .50 | 27 | 3.52 | .64 |
| 13. Teaching practices will improve | 10 | 2.90 | .74 | 40 | 2.63 | .93 | 4 | 2.00 | .82 | 27 | 2.89 | .80 |
| 15. Teaching practices will emphasize a narrow curriculum | 9 | 3.22 | .83 | 40 | 3.20 | .69 | 4 | 2.75 | .96 | 28 | 3.21 | .74 |
| 21. Teaching practices will begin to resemble SOL tests | 10 | 3.60 | .70 | 41 | 3.54 | .64 | 3 | 3.00 | .00 | 29 | 3.31 | .76 |
| 30. Too much teaching time...spent preparing for SOL tests | 10 | 3.60 | .70 | 41 | 3.56 | .59 | 4 | 3.00 | .82 | 28 | 3.46 | .69 |
| 35. Less time devoted to topics not addressed on SOL tests | 10 | 3.90 | .32 | 41 | 3.71 | .46 | 4 | 3.25 | .50 | 29 | 3.66 | .61 |
| 42. More time will be devoted to teaching critical thinking | 10 | 3.10 | 1.29 | 41 | 3.02 | .79 | 4 | 2.75 | .96 | 28 | 3.11 | .83 |
| Instructional Practices Total | 10 | 3.42 | .58 | 41 | 3.31 | .42 | 4 | 2.85 | .64 | 29 | 3.31 | .49 |
| <u>Domain: Outcomes for Schools</u> | | | | | | | | | | | | |
| 5. Schools with low SOL scores will be told how to improve | 10 | 3.00 | .94 | 41 | 3.12 | .81 | 3 | 3.67 | .58 | 27 | 3.30 | .87 |
| 6. Schools' decision-making authority will be reduced | 9 | 3.44 | .73 | 41 | 3.00 | .84 | 3 | 3.33 | .58 | 29 | 3.17 | .66 |
| 14. Schools will develop their own student outcomes | 9 | 3.56 | .53 | 41 | 3.29 | .78 | 4 | 2.75 | 1.26 | 28 | 3.11 | .79 |
| 22. The SOL curriculum will...to make their own decisions | 9 | 3.67 | .50 | 41 | 3.37 | .58 | 4 | 3.00 | .82 | 29 | 3.28 | .59 |

(table continues)

Table I-7 (continued)

| Items | Primary teaching assignment | | | | | | | | | | | |
|---|-----------------------------|----------|-----------|-------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Guidance | | | Special education | | | Library | | | Other | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 28. The publication of SOL scores...instructional problems | 9 | 3.11 | 1.05 | 41 | 2.56 | .98 | 4 | 2.00 | .82 | 28 | 2.57 | .88 |
| 34. Threats by the state...will cause schools to improve | 9 | 3.00 | 1.00 | 40 | 3.15 | .83 | 4 | 3.25 | .50 | 25 | 2.96 | .79 |
| 43. Schools with low SOL scores will have less autonomy | 10 | 3.40 | .52 | 41 | 3.34 | .69 | 4 | 3.00 | .82 | 28 | 3.43 | .74 |
| Outcomes for Schools Total | 10 | 3.30 | .28 | 41 | 3.12 | .43 | 4 | 2.95 | .59 | 29 | 3.11 | .43 |
| <u>Domain: Outcomes for Public Confidence</u> | | | | | | | | | | | | |
| 1. The SOL testing program will raise the status of education | 10 | 2.70 | .82 | 39 | 2.56 | .85 | 4 | 2.75 | .96 | 27 | 2.56 | .85 |
| 7. The public will be more confident in Virginia's schools | 9 | 2.78 | .67 | 40 | 2.45 | .85 | 4 | 2.50 | 1.29 | 28 | 2.71 | .66 |
| 16. Schools with high SOL scores will be...good schools | 10 | 3.40 | .52 | 41 | 3.66 | .48 | 4 | 3.25 | .50 | 29 | 3.55 | .74 |
| 17. The public will support increased taxes | 10 | 3.60 | .70 | 41 | 3.22 | .76 | 4 | 3.25 | .50 | 29 | 3.31 | .60 |
| 23. Schools with low SOL scores...bad schools | 10 | 3.60 | .70 | 41 | 3.51 | .75 | 4 | 3.25 | .50 | 29 | 3.59 | .63 |
| 27. Opinion polls will indicate greater confidence | 10 | 2.80 | .79 | 40 | 2.70 | .91 | 4 | 2.25 | .96 | 29 | 2.86 | .64 |
| 33. The public will have greater faith in teachers | 9 | 3.00 | .71 | 41 | 2.90 | .92 | 4 | 3.00 | .82 | 29 | 2.86 | .58 |
| 44. More citizens will express faith in the teaching profession | 9 | 2.89 | .78 | 40 | 2.95 | .85 | 4 | 3.00 | .82 | 28 | 2.96 | .51 |
| 45. Parents will be less likely to criticize teachers'... | 9 | 3.22 | .67 | 41 | 3.17 | .70 | 4 | 2.75 | .96 | 28 | 3.25 | .65 |
| 48. Public support for schools determined by SOL scores | 9 | 2.89 | .33 | 40 | 3.25 | .59 | 4 | 2.50 | .58 | 28 | 3.25 | .65 |
| Outcomes for Public Confidence Total | 10 | 3.12 | .45 | 41 | 3.05 | .46 | 4 | 2.85 | .71 | 29 | 3.10 | .42 |
| <u>Domain: Outcomes for Teachers</u> | | | | | | | | | | | | |
| 9. Teachers will experience increased self-esteem | 10 | 3.40 | .70 | 41 | 3.12 | .75 | 4 | 2.75 | .96 | 28 | 3.21 | .57 |
| 10. Teachers...will ask to transfer to other grades | 9 | 3.11 | .78 | 39 | 2.95 | .76 | 3 | 3.00 | 1.00 | 28 | 3.00 | .82 |

(table continues)

Table I-7 (continued)

| Items | Primary teaching assignment | | | | | | | | | | | |
|--|-----------------------------|----------|-----------|-------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Guidance | | | Special education | | | Library | | | Other | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 18. Teachers will be less happy in their jobs | 9 | 3.44 | .73 | 41 | 3.15 | .76 | 4 | 2.75 | .96 | 29 | 3.34 | .61 |
| 19. Teachers will worry about their students SOL scores | 10 | 3.90 | .32 | 41 | 3.56 | .74 | 4 | 3.00 | .82 | 29 | 3.55 | .51 |
| 24. More teachers will stop teaching to accept other jobs | 9 | 3.44 | .73 | 41 | 3.32 | .65 | 4 | 2.50 | .58 | 29 | 3.28 | .65 |
| 26. Teacher absenteeism will increase | 9 | 3.00 | .87 | 39 | 2.64 | .81 | 4 | 2.00 | .00 | 29 | 2.69 | .85 |
| 31. Teachers will develop more positive attitudes | 10 | 3.50 | .71 | 41 | 3.41 | .63 | 4 | 3.00 | .82 | 29 | 3.34 | .61 |
| 32. Teachers will experience greater stress | 9 | 3.56 | 1.01 | 41 | 3.66 | .73 | 4 | 3.00 | .82 | 29 | 3.52 | .78 |
| 38. Teachers will experience greater satisfaction | 9 | 3.56 | .73 | 41 | 3.17 | .86 | 4 | 3.00 | .82 | 28 | 3.25 | .75 |
| 39. Teachers will worry more about their job security | 10 | 3.40 | .97 | 41 | 3.32 | .72 | 4 | 2.75 | .96 | 29 | 3.24 | .69 |
| 46. Teachers will worry...about their reputations | 10 | 3.50 | .53 | 41 | 3.51 | .51 | 4 | 3.00 | .82 | 29 | 3.41 | .63 |
| 47. Teachers will have greater authority...curriculum topics | 10 | 3.70 | .48 | 41 | 3.59 | .50 | 4 | 3.25 | .50 | 29 | 3.45 | .69 |
| 50. More teachers will complain about "burnout" | 9 | 3.67 | .71 | 41 | 3.56 | .55 | 4 | 3.00 | .82 | 29 | 3.48 | .51 |
| Outcomes for Teachers Total | 10 | 3.47 | .43 | 41 | 3.31 | .33 | 4 | 2.84 | .67 | 29 | 3.29 | .45 |

Table I-8

Item Scores by Domain and Tenure Status

| Items | Tenure status | | | | | |
|--|---------------|----------|-----------|-------------|----------|-----------|
| | Tenured | | | Non-tenured | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Student Outcomes</u> | | | | | | |
| 3. Students will feel too much anxiety about tests | 285 | 3.29 | .74 | 56 | 3.16 | .89 |
| 8. Financially disadvantaged students will fail tests | 285 | 3.10 | .85 | 56 | 2.86 | .92 |
| 11. Students with academic learning disabilities will fail tests | 288 | 3.25 | .74 | 56 | 3.05 | .84 |
| 12. Students' writing competency will improve significantly | 287 | 2.71 | .70 | 56 | 2.77 | .83 |
| 20. More low achieving students will be retained in school | 282 | 2.87 | .80 | 55 | 2.75 | .84 |
| 25. Students will have more negative attitudes | 286 | 3.01 | .73 | 56 | 2.93 | .87 |
| 29. More low achieving students will drop out of school | 284 | 3.18 | .75 | 54 | 2.98 | .81 |
| 36. Minority students will fail SOL tests in higher numbers | 283 | 2.91 | .84 | 56 | 2.75 | .84 |
| 37. Student scores on nationally normed tests will improve | 281 | 2.72 | .65 | 56 | 2.64 | .64 |
| 40. Students with low SOL scores will be tracked | 284 | 2.88 | .68 | 56 | 2.98 | .59 |
| 41. Students' reading comprehension will improve | 287 | 2.93 | .67 | 56 | 2.87 | .74 |
| 49. Students' math competency will improve significantly | 285 | 2.79 | .63 | 55 | 2.80 | .68 |
| 51. More low-achieving students in special education classes | 283 | 2.69 | .80 | 56 | 2.54 | .81 |
| 52. Students will experience less joy in learning | 286 | 3.22 | .82 | 55 | 3.31 | .77 |
| Student Outcomes Total | 290 | 2.97 | .43 | 56 | 2.88 | .42 |
| <u>Domain: Instructional Practices</u> | | | | | | |
| 2. Teaching practices will emphasize rote recall of facts | 286 | 3.17 | .77 | 55 | 3.13 | .79 |
| 4. The goal of classroom teaching...rote recall of facts | 287 | 3.52 | .64 | 56 | 3.52 | .57 |
| 13. Teaching practices will improve | 285 | 2.73 | .79 | 56 | 2.77 | .89 |
| 15. Teaching practices will emphasize a narrow curriculum | 285 | 3.08 | .78 | 56 | 3.00 | .79 |

(table continues)

Table I-8 (continued)

| Items | Tenure status | | | | | |
|---|---------------|----------|-----------|-------------|----------|-----------|
| | Tenured | | | Non-tenured | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 21. Teaching practices will begin to resemble SOL tests | 288 | 3.48 | .64 | 55 | 3.53 | .66 |
| 30. Too much teaching time...spent preparing for SOL tests | 288 | 3.58 | .64 | 56 | 3.61 | .62 |
| 35. Less time devoted to topics not addressed on SOL tests | 289 | 3.70 | .52 | 56 | 3.59 | .65 |
| 42. More time will be devoted to teaching critical thinking | 287 | 3.01 | .83 | 56 | 3.16 | .73 |
| Instructional Practices Total | 290 | 3.28 | .47 | 56 | 3.29 | .46 |
| <u>Domain: Outcomes for Schools</u> | | | | | | |
| 5. Schools with low SOL scores will be told how to improve | 284 | 3.06 | .86 | 56 | 3.14 | .82 |
| 6. Schools' decision-making authority will be reduced | 283 | 3.18 | .74 | 56 | 3.07 | .81 |
| 14. Schools will develop their own student outcomes | 285 | 3.02 | .82 | 55 | 2.93 | .81 |
| 22. The SOL curriculum will...to make their own decisions | 286 | 3.35 | .66 | 54 | 3.19 | .65 |
| 28. The publication of SOL scores...instructional problems | 285 | 2.50 | .82 | 56 | 2.39 | .78 |
| 34. Threats by the state...will cause schools to improve | 286 | 3.06 | .74 | 53 | 2.87 | .79 |
| 43. Schools with low SOL scores will have less autonomy | 286 | 3.29 | .66 | 55 | 3.27 | .68 |
| Outcomes for Schools Total | 290 | 3.06 | .44 | 56 | 2.98 | .34 |
| <u>Domain: Outcomes for Public Confidence</u> | | | | | | |
| 1. The SOL testing program will raise the status of education | 280 | 2.56 | .75 | 56 | 2.39 | .80 |
| 7. The public will be more confident in Virginia's schools | 284 | 2.69 | .74 | 55 | 2.58 | .83 |
| 16. Schools with high SOL scores will be...good schools | 289 | 3.63 | .53 | 56 | 3.50 | .69 |
| 17. The public will support increased taxes | 289 | 3.36 | .63 | 56 | 3.14 | .77 |
| 23. Schools with low SOL scores...bad schools | 289 | 3.56 | .65 | 56 | 3.36 | .80 |
| 27. Opinion polls will indicate greater confidence | 283 | 2.84 | .67 | 56 | 2.61 | .80 |
| 33. The public will have greater faith in teachers | 288 | 2.98 | .68 | 55 | 2.85 | .73 |
| 44. More citizens will express faith in the teaching profession | 285 | 2.97 | .64 | 56 | 2.89 | .80 |

(table continues)

Table I-8 (continued)

| Items | Tenure status | | | | | |
|--|---------------|----------|-----------|-------------|----------|-----------|
| | Tenured | | | Non-tenured | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 45. Parents will be less likely to criticize teachers'... | 286 | 3.16 | .67 | 56 | 3.00 | .74 |
| 48. Public support for schools determined by SOL scores | 285 | 3.15 | .65 | 56 | 3.13 | .74 |
| Outcomes for Public Confidence Total | 290 | 3.09 | .41 | 56 | 2.94 | .44 |
| <u>Domain: Outcomes for Teachers</u> | | | | | | |
| 9. Teachers will experience increased self-esteem | 285 | 3.28 | .64 | 56 | 3.14 | .86 |
| 10. Teachers...will ask to transfer to other grades | 283 | 2.91 | .78 | 56 | 2.80 | .80 |
| 18. Teachers will be less happy in their jobs | 288 | 3.26 | .75 | 56 | 3.21 | .71 |
| 19. Teachers will worry about their students SOL scores | 289 | 3.63 | .56 | 56 | 3.68 | .58 |
| 24. More teachers will stop teaching to accept other jobs | 288 | 3.29 | .70 | 56 | 3.07 | .81 |
| 26. Teacher absenteeism will increase | 286 | 2.63 | .86 | 54 | 2.37 | .88 |
| 31. Teachers will develop more positive attitudes | 288 | 3.35 | .66 | 56 | 3.36 | .62 |
| 32. Teachers will experience greater stress | 289 | 3.61 | .72 | 56 | 3.63 | .59 |
| 38. Teachers will experience greater satisfaction | 286 | 3.33 | .73 | 55 | 3.27 | .76 |
| 39. Teachers will worry more about their job security | 286 | 3.27 | .72 | 56 | 3.25 | .79 |
| 46. Teachers will worry...about their reputations | 290 | 3.37 | .60 | 56 | 3.37 | .62 |
| 47. Teachers will have greater authority...curriculum topics | 289 | 3.57 | .56 | 56 | 3.39 | .68 |
| 50. More teachers will complain about "burnout" | 289 | 3.52 | .63 | 56 | 3.50 | .60 |
| Outcomes for Teachers Total | 290 | 3.31 | .43 | 56 | 3.24 | .41 |

Table I-9

Item Scores by Domain and Teachers' SOL Test Grade Status

| Items | Teachers' SOL test grade status | | | | | |
|--|---------------------------------|----------|-----------|----------|----------|-----------|
| | Yes | | | No | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Student Outcomes</u> | | | | | | |
| 3. Students will feel too much anxiety about tests | 178 | 3.33 | .75 | 163 | 3.20 | .79 |
| 8. Financially disadvantaged students will fail tests | 179 | 3.07 | .87 | 163 | 3.05 | .87 |
| 11. Students with academic learning disabilities will fail tests | 180 | 3.23 | .78 | 165 | 3.21 | .74 |
| 12. Students' writing competency will improve significantly | 181 | 2.73 | .73 | 162 | 2.72 | .72 |
| 20. More low achieving students will be retained in school | 177 | 2.85 | .84 | 160 | 2.85 | .76 |
| 25. Students will have more negative attitudes | 179 | 3.04 | .75 | 164 | 2.95 | .76 |
| 29. More low achieving students will drop out of school | 177 | 3.19 | .75 | 162 | 3.10 | .76 |
| 36. Minority students will fail SOL tests in higher numbers | 177 | 2.88 | .84 | 163 | 2.89 | .85 |
| 37. Student scores on nationally normed tests will improve | 178 | 2.74 | .66 | 159 | 2.67 | .64 |
| 40. Students with low SOL scores will be tracked | 179 | 2.96 | .63 | 161 | 2.82 | .71 |
| 41. Students' reading comprehension will improve | 180 | 2.94 | .67 | 163 | 2.90 | .69 |
| 49. Students' math competency will improve significantly | 180 | 2.81 | .61 | 160 | 2.77 | .66 |
| 51. More low-achieving students in special education classes | 177 | 2.67 | .80 | 162 | 2.65 | .80 |
| 52. Students will experience less joy in learning | 179 | 3.28 | .79 | 163 | 3.19 | .83 |
| Student Outcomes Total | 182 | 2.98 | .43 | 166 | 2.93 | .44 |
| <u>Domain: Instructional Practices</u> | | | | | | |
| 2. Teaching practices will emphasize rote recall of facts | 180 | 3.11 | .81 | 161 | 3.22 | .73 |
| 4. The goal of classroom teaching...rote recall of facts | 179 | 3.55 | .63 | 165 | 3.47 | .63 |
| 13. Teaching practices will improve | 181 | 2.73 | .77 | 161 | 2.75 | .84 |
| 15. Teaching practices will emphasize a narrow curriculum | 179 | 3.03 | .81 | 162 | 3.10 | .75 |

(table continues)

Table I-9 (continued)

| Items | Teachers' SOL test grade status | | | | | |
|---|---------------------------------|----------|-----------|----------|----------|-----------|
| | Yes | | | No | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 21. Teaching practices will begin to resemble SOL tests | 180 | 3.50 | .59 | 164 | 3.46 | .70 |
| 30. Too much teaching time...spent preparing for SOL tests | 180 | 3.66 | .59 | 165 | 3.50 | .67 |
| 35. Less time devoted to topics not addressed on SOL tests | 180 | 3.74 | .49 | 166 | 3.61 | .59 |
| 42. More time will be devoted to teaching critical thinking | 180 | 3.08 | .82 | 164 | 2.99 | .81 |
| Instructional Practices Total | 182 | 3.30 | .44 | 166 | 3.27 | .50 |
| <u>Domain: Outcomes for Schools</u> | | | | | | |
| 5. Schools with low SOL scores will be told how to improve | 179 | 3.07 | .86 | 162 | 3.07 | .85 |
| 6. Schools' decision-making authority will be reduced | 178 | 3.14 | .78 | 161 | 3.19 | .72 |
| 14. Schools will develop their own student outcomes | 179 | 2.98 | .82 | 162 | 3.04 | .80 |
| 22. The SOL curriculum will...to make their own decisions | 179 | 3.36 | .67 | 162 | 3.27 | .65 |
| 28. The publication of SOL scores...instructional problems | 179 | 2.50 | .85 | 162 | 2.46 | .78 |
| 34. Threats by the state...will cause schools to improve | 177 | 3.02 | .70 | 162 | 3.04 | .79 |
| 43. Schools with low SOL scores will have less autonomy | 179 | 3.32 | .60 | 163 | 3.25 | .71 |
| Outcomes for Schools Total | 182 | 3.06 | .42 | 166 | 3.05 | .43 |
| <u>Domain: Outcomes for Public Confidence</u> | | | | | | |
| 1. The SOL testing program will raise the status of education | 179 | 2.51 | .75 | 158 | 2.57 | .78 |
| 7. The public will be more confident in Virginia's schools | 177 | 2.73 | .76 | 162 | 2.60 | .77 |
| 16. Schools with high SOL scores will be...good schools | 180 | 3.60 | .53 | 166 | 3.61 | .59 |
| 17. The public will support increased taxes | 180 | 3.36 | .63 | 166 | 3.30 | .69 |
| 23. Schools with low SOL scores...bad schools | 180 | 3.54 | .65 | 166 | 3.51 | .71 |
| 27. Opinion polls will indicate greater confidence | 178 | 2.83 | .70 | 162 | 2.78 | .70 |
| 33. The public will have greater faith in teachers | 180 | 3.01 | .67 | 164 | 2.91 | .70 |
| 44. More citizens will express faith in the teaching profession | 179 | 2.97 | .66 | 162 | 2.95 | .69 |

(table continues)

Table I-9 (continued)

| Items | Teachers' SOL test grade status | | | | | |
|--|---------------------------------|----------|-----------|----------|----------|-----------|
| | Yes | | | No | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 45. Parents will be less likely to criticize teachers'... | 179 | 3.13 | .67 | 163 | 3.13 | .70 |
| 48. Public support for schools determined by SOL scores | 180 | 3.16 | .63 | 161 | 3.12 | .70 |
| Outcomes for Public Confidence Total | 182 | 3.08 | .40 | 166 | 3.06 | .44 |
| <u>Domain: Outcomes for Teachers</u> | | | | | | |
| 9. Teachers will experience increased self-esteem | 178 | 3.28 | .71 | 164 | 3.24 | .65 |
| 10. Teachers...will ask to transfer to other grades | 180 | 2.87 | .78 | 159 | 2.92 | .78 |
| 18. Teachers will be less happy in their jobs | 179 | 3.28 | .77 | 165 | 3.22 | .73 |
| 19. Teachers will worry about their students SOL scores | 180 | 3.64 | .58 | 166 | 3.63 | .54 |
| 24. More teachers will stop teaching to accept other jobs | 180 | 3.30 | .72 | 164 | 3.20 | .71 |
| 26. Teacher absenteeism will increase | 178 | 2.66 | .85 | 163 | 2.50 | .87 |
| 31. Teachers will develop more positive attitudes | 180 | 3.39 | .64 | 165 | 3.30 | .66 |
| 32. Teachers will experience greater stress | 180 | 3.69 | .62 | 165 | 3.54 | .76 |
| 38. Teachers will experience greater satisfaction | 178 | 3.37 | .76 | 164 | 3.27 | .71 |
| 39. Teachers will worry more about their job security | 179 | 3.26 | .74 | 164 | 3.26 | .73 |
| 46. Teachers will worry...about their reputations | 181 | 3.38 | .61 | 166 | 3.35 | .60 |
| 47. Teachers will have greater authority...curriculum topics | 180 | 3.60 | .53 | 166 | 3.48 | .63 |
| 50. More teachers will complain about "burnout" | 181 | 3.56 | .59 | 164 | 3.45 | .69 |
| Outcomes for Teachers Total | 182 | 3.33 | .41 | 166 | 3.26 | .44 |

Table I-10

Item Scores by Domain and SES of Respondents' Schools

| Items | SES of respondents' schools | | | | | | | | |
|--|-----------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Low | | | Medium | | | High | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Student Outcomes</u> | | | | | | | | | |
| 3. Students will feel too much anxiety about tests | 60 | 3.27 | .82 | 115 | 3.24 | .74 | 123 | 3.29 | .75 |
| 8. Financially disadvantaged students will fail tests | 60 | 3.03 | .88 | 114 | 3.12 | .86 | 124 | 3.01 | .84 |
| 11. Students with academic learning disabilities will fail tests | 61 | 3.21 | .76 | 116 | 3.18 | .81 | 124 | 3.28 | .73 |
| 12. Students' writing competency will improve significantly | 60 | 2.50 | .83 | 114 | 2.74 | .60 | 125 | 2.84 | .71 |
| 20. More low achieving students will be retained in school | 60 | 2.85 | .90 | 111 | 2.77 | .79 | 123 | 2.86 | .77 |
| 25. Students will have more negative attitudes | 60 | 2.97 | .82 | 115 | 2.92 | .75 | 124 | 3.02 | .73 |
| 29. More low achieving students will drop out of school | 59 | 3.12 | .79 | 115 | 3.15 | .73 | 123 | 3.13 | .75 |
| 36. Minority students will fail SOL tests in higher numbers | 61 | 2.85 | .87 | 113 | 2.90 | .83 | 122 | 2.89 | .84 |
| 37. Student scores on nationally normed tests will improve | 58 | 2.60 | .72 | 111 | 2.64 | .68 | 124 | 2.77 | .57 |
| 40. Students with low SOL scores will be tracked | 60 | 2.88 | .69 | 113 | 2.81 | .71 | 123 | 2.93 | .62 |
| 41. Students' reading comprehension will improve | 61 | 2.79 | .69 | 114 | 2.88 | .67 | 124 | 3.02 | .63 |
| 49. Students' math competency will improve significantly | 60 | 2.65 | .61 | 113 | 2.77 | .64 | 125 | 2.84 | .60 |
| 51. More low-achieving students in special education classes | 60 | 2.63 | .80 | 111 | 2.72 | .79 | 124 | 2.58 | .79 |
| 52. Students will experience less joy in learning | 59 | 3.25 | .86 | 113 | 3.10 | .84 | 124 | 3.35 | .74 |
| Student Outcomes Total | 61 | 2.90 | .47 | 116 | 2.93 | .45 | 125 | 2.99 | .39 |

(table continues)

Table I-10 (continued)

| Items | SES of respondents' schools | | | | | | | | |
|---|-----------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Low | | | Medium | | | High | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| <u>Domain: Instructional Practices</u> | | | | | | | | | |
| 2. Teaching practices will emphasize rote recall of facts | 60 | 3.18 | .77 | 112 | 3.13 | .80 | 125 | 3.26 | .71 |
| 4. The goal of classroom teaching...rote recall of facts | 61 | 3.52 | .57 | 116 | 3.46 | .69 | 124 | 3.62 | .56 |
| 13. Teaching practices will improve | 60 | 2.63 | .78 | 113 | 2.73 | .80 | 125 | 2.86 | .77 |
| 15. Teaching practices will emphasize a narrow curriculum | 60 | 2.92 | .79 | 114 | 3.07 | .80 | 124 | 3.18 | .75 |
| 21. Teaching practices will begin to resemble SOL tests | 61 | 3.54 | .74 | 115 | 3.46 | .67 | 123 | 3.46 | .60 |
| 30. Too much teaching time...spent preparing for SOL tests | 61 | 3.57 | .59 | 116 | 3.56 | .68 | 124 | 3.59 | .62 |
| 35. Less time devoted to topics not addressed on SOL tests | 61 | 3.64 | .52 | 116 | 3.64 | .62 | 124 | 3.73 | .48 |
| 42. More time will be devoted to teaching critical thinking | 60 | 2.88 | .80 | 116 | 2.89 | .80 | 124 | 3.23 | .78 |
| Instructional Practices Total | 61 | 3.24 | .46 | 116 | 3.25 | .49 | 125 | 3.37 | .45 |
| <u>Domain: Outcomes for Schools</u> | | | | | | | | | |
| 5. Schools with low SOL scores will be told how to improve | 60 | 3.10 | .82 | 114 | 2.92 | .88 | 124 | 3.12 | .85 |
| 6. Schools' decision-making authority will be reduced | 58 | 3.24 | .71 | 114 | 3.11 | .76 | 123 | 3.19 | .75 |
| 14. Schools will develop their own student outcomes | 60 | 2.82 | .85 | 113 | 3.04 | .77 | 124 | 3.14 | .76 |
| 22. The SOL curriculum will...to make their own decisions | 59 | 3.19 | .71 | 116 | 3.28 | .68 | 122 | 3.43 | .57 |

(table continues)

Table I-10 (continued)

| Items | SES of respondents' schools | | | | | | | | |
|---|-----------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Low | | | Medium | | | High | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 28. The publication of SOL scores...instructional problems | 60 | 2.43 | .79 | 114 | 2.46 | .84 | 124 | 2.59 | .82 |
| 34. Threats by the state...will cause schools to improve | 60 | 2.95 | .70 | 113 | 3.07 | .74 | 123 | 3.10 | .71 |
| 43. Schools with low SOL scores will have less autonomy | 59 | 3.32 | .71 | 114 | 3.27 | .67 | 124 | 3.27 | .62 |
| Outcomes for Schools Total | 61 | 3.00 | .43 | 116 | 3.02 | .44 | 125 | 3.12 | .41 |
| <u>Domain: Outcomes for Public Confidence</u> | | | | | | | | | |
| 1. The SOL testing program will raise the status of education | 60 | 2.33 | .71 | 112 | 2.58 | .77 | 122 | 2.61 | .75 |
| 7. The public will be more confident in Virginia's schools | 59 | 2.46 | .75 | 113 | 2.83 | .71 | 124 | 2.60 | .76 |
| 16. Schools with high SOL scores will be...good schools | 61 | 3.69 | .50 | 116 | 3.59 | .54 | 124 | 3.58 | .63 |
| 17. The public will support increased taxes | 61 | 3.28 | .76 | 116 | 3.34 | .61 | 124 | 3.35 | .61 |
| 23. Schools with low SOL scores...bad schools | 61 | 3.49 | .72 | 116 | 3.51 | .69 | 124 | 3.56 | .64 |
| 27. Opinion polls will indicate greater confidence | 60 | 2.63 | .74 | 112 | 2.85 | .67 | 123 | 2.85 | .68 |
| 33. The public will have greater faith in teachers | 61 | 2.67 | .77 | 115 | 3.06 | .64 | 124 | 3.01 | .64 |
| 44. More citizens will express faith in the teaching profession | 61 | 2.82 | .67 | 113 | 2.99 | .63 | 123 | 3.04 | .67 |
| 45. Parents will be less likely to criticize teachers'... | 60 | 3.00 | .61 | 114 | 3.12 | .72 | 124 | 3.24 | .63 |
| 48. Public support for schools determined by SOL scores | 61 | 3.21 | .64 | 112 | 3.02 | .68 | 123 | 3.17 | .70 |
| Outcomes for Public Confidence Total | 61 | 2.96 | .42 | 116 | 3.10 | .43 | 125 | 3.11 | .40 |
| <u>Domain: Outcomes for Teachers</u> | | | | | | | | | |
| 9. Teachers will experience increased self-esteem | 59 | 3.15 | .78 | 114 | 3.28 | .62 | 124 | 3.30 | .70 |
| 10. Teachers...will ask to transfer to other grades | 60 | 2.95 | .81 | 110 | 2.87 | .81 | 125 | 2.87 | .76 |

(table continues)

Table I-10 (continued)

| Items | SES of respondents' schools | | | | | | | | |
|--|-----------------------------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Low | | | Medium | | | High | | |
| | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> | <u>N</u> | <u>M</u> | <u>SD</u> |
| 18. Teachers will be less happy in their jobs | 61 | 3.30 | .69 | 115 | 3.17 | .80 | 123 | 3.30 | .76 |
| 19. Teachers will worry about their students SOL scores | 61 | 3.70 | .46 | 116 | 3.63 | .64 | 124 | 3.62 | .55 |
| 24. More teachers will stop teaching to accept other jobs | 60 | 3.17 | .81 | 115 | 3.21 | .72 | 124 | 3.31 | .66 |
| 26. Teacher absenteeism will increase | 60 | 2.70 | .96 | 114 | 2.55 | .84 | 124 | 2.54 | .83 |
| 31. Teachers will develop more positive attitudes | 61 | 3.31 | .67 | 115 | 3.35 | .65 | 124 | 3.37 | .64 |
| 32. Teachers will experience greater stress | 61 | 3.66 | .57 | 115 | 3.56 | .82 | 124 | 3.66 | .61 |
| 38. Teachers will experience greater satisfaction | 61 | 3.26 | .79 | 115 | 3.30 | .74 | 123 | 3.34 | .72 |
| 39. Teachers will worry more about their job security | 60 | 3.28 | .67 | 115 | 3.20 | .79 | 123 | 3.30 | .70 |
| 46. Teachers will worry...about their reputations | 61 | 3.44 | .62 | 116 | 3.30 | .62 | 125 | 3.41 | .57 |
| 47. Teachers will have greater authority...curriculum topics | 60 | 3.53 | .57 | 116 | 3.53 | .65 | 125 | 3.60 | .51 |
| 50. More teachers will complain about "burnout" | 60 | 3.55 | .62 | 115 | 3.47 | .63 | 125 | 3.53 | .65 |
| Outcomes for Teachers Total | 61 | 3.31 | .47 | 116 | 3.26 | .43 | 125 | 3.32 | .41 |

This page left blank intentionally.

Table I-11

Questionnaire Item Total Statistics

| Item | Minimum | Maximum | <u>N</u> | <u>M</u> | <u>SD</u> |
|------|---------|---------|----------|----------|-----------|
| 1 | 1 | 4 | 341 | 2.54 | .76 |
| 2 | 1 | 4 | 346 | 3.16 | .78 |
| 3 | 1 | 4 | 346 | 3.27 | .77 |
| 4 | 1 | 4 | 349 | 3.51 | .63 |
| 5 | 1 | 4 | 346 | 3.06 | .85 |
| 6 | 1 | 4 | 343 | 3.15 | .76 |
| 7 | 1 | 4 | 343 | 2.67 | .76 |
| 8 | 1 | 4 | 346 | 3.05 | .86 |
| 9 | 1 | 4 | 346 | 3.26 | .68 |
| 10 | 1 | 4 | 344 | 2.89 | .78 |
| 11 | 1 | 4 | 349 | 3.22 | .76 |
| 12 | 1 | 4 | 347 | 2.72 | .72 |
| 13 | 1 | 4 | 346 | 2.74 | .80 |
| 14 | 1 | 4 | 345 | 3.01 | .81 |
| 15 | 1 | 4 | 346 | 3.06 | .79 |
| 16 | 1 | 4 | 351 | 3.61 | .56 |
| 17 | 1 | 4 | 351 | 3.32 | .66 |
| 18 | 1 | 4 | 349 | 3.26 | .75 |
| 19 | 1 | 4 | 351 | 3.64 | .56 |
| 20 | 1 | 4 | 342 | 2.85 | .80 |
| 21 | 1 | 4 | 349 | 3.48 | .65 |
| 22 | 1 | 4 | 345 | 3.31 | .66 |
| 23 | 1 | 4 | 351 | 3.52 | .68 |
| 24 | 1 | 4 | 347 | 3.25 | .72 |
| 25 | 1 | 4 | 347 | 3.00 | .75 |
| 26 | 1 | 4 | 346 | 2.58 | .86 |
| 27 | 1 | 4 | 344 | 2.80 | .69 |
| 28 | 1 | 4 | 346 | 2.49 | .82 |
| 29 | 1 | 4 | 343 | 3.14 | .76 |
| 30 | 1 | 4 | 350 | 3.57 | .64 |
| 31 | 1 | 4 | 349 | 3.34 | .65 |
| 32 | 1 | 4 | 350 | 3.61 | .70 |
| 33 | 1 | 4 | 348 | 2.96 | .68 |
| 34 | 1 | 4 | 344 | 3.02 | .75 |
| 35 | 1 | 4 | 351 | 3.67 | .55 |
| 36 | 1 | 4 | 344 | 2.88 | .84 |
| 37 | 1 | 4 | 341 | 2.70 | .65 |
| 38 | 1 | 4 | 347 | 3.32 | .73 |

(table continues)

Table I-11 (continued)

| Item | Minimum | Maximum | <u>N</u> | <u>M</u> | <u>SD</u> |
|------|---------|---------|----------|----------|-----------|
| 39 | 1 | 4 | 348 | 3.25 | .75 |
| 40 | 1 | 4 | 344 | 2.90 | .67 |
| 41 | 1 | 4 | 347 | 2.93 | .68 |
| 42 | 1 | 4 | 348 | 3.03 | .82 |
| 43 | 1 | 4 | 346 | 3.29 | .66 |
| 44 | 1 | 4 | 346 | 2.96 | .67 |
| 45 | 1 | 4 | 347 | 3.13 | .68 |
| 46 | 1 | 4 | 352 | 3.36 | .60 |
| 47 | 1 | 4 | 350 | 3.54 | .58 |
| 48 | 1 | 4 | 346 | 3.14 | .66 |
| 49 | 1 | 4 | 344 | 2.79 | .63 |
| 50 | 1 | 4 | 350 | 3.50 | .65 |
| 51 | 1 | 4 | 344 | 2.66 | .80 |
| 52 | 1 | 4 | 346 | 3.24 | .81 |