

Alternate Assessment: Students with significant disabilities take an alternate assessment when they are unable to take the typical statewide assessments even with accommodations. Alternate assessments were first called for by the Individuals with Disabilities Education Act (1997) and later by the No Child Left Behind act (2002). These assessments allow states to count up to 1% of students tested as “proficient” based on alternate achievement standards.

Purpose: The goal of this survey is to better understand the impact that Alaska’s alternate assessment is having on the educational programs of students with significant cognitive disabilities, and to discover if the assessment system works efficiently for educators. We would like to hear from Qualified Assessors and Qualified Mentor-Trainers on a number of issues that relate to the administration of the assessment and use of the results. In particular, six areas are addressed in this survey.

- A. Training and Qualification
- B. Test Administration and Decision Making
- C. Accessibility and Results
- D. Instructional Relevance
- E. Professional Development Needs
- F. Teacher Demographics and Experiences

Confidentiality: Contact information (email address and phone number) will be gathered so that we can verify the quality of data collected and follow-up with questions where responses require clarification. Otherwise, all personal identification codes and contact information will be removed from the data file prior to analysis. The results will be summarized as a group and reported anonymously.

Time required to complete this survey is approximately 10-12 minutes.

Scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree

Please respond to the following statements about **various dimensions** of the Alternate Assessment.

A. Training and Qualifications	Scale			
1. Web based training takes the following amount of time for me.	4-6 hours, 6-8 hours, 8-10 hours, 10 + hours			
Resume using this Scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree				
2. Amount of time spent in district trainings is well spent.	1	2	3	4
3. Training materials are informative	1	2	3	4
4. My district provides sufficient time during the school day to become proficient as a Qualified Assessor.	1	2	3	4
5. Requirements for attaining qualification (as a Qualified Assessor or Qualified Mentor-Trainer) are clear.	1	2	3	4
6. The requirements for becoming a Qualified Assessor are valuable or reasonable.	1	2	3	4
7. Administering the practice tests is a useful requirement.	1	2	3	4
8. Refreshing Skills for retaining qualifications are based on a reasonable number of tasks.	1	2	3	4
9. After completing all training, I feel fully capable of administering the Alternate Assessment.	1	2	3	4
10. Comments: (If your comment refers to a question above, please list specific question number.)				

B. Test administration and Decision Making	Scale			
11. Decision-making is clear for administration of standard (STD) or extended levels of support (ELOS) test items.	1	2	3	4
12. I had sufficient time to prepare materials.	1	2	3	4
13. I had sufficient time to administer the test.	1	2	3	4
14. I had sufficient time to enter data.	1	2	3	4
15. Scoring criteria for tasks are clear.	1	2	3	4
16. The test was easy to administer.	1	2	3	4
17. It is easy to include accommodations used during instruction when administering the assessment.	1	2	3	4
18. The materials are well organized.	1	2	3	4
19. Comments: (If your comment refers to a question above, please list specific question number.)				

C. Accessibility and Results	Scale			
20. Standard administration items (STD) are accessible to students.	1	2	3	4
21. Extended levels of support items (ELOS) are accessible to students.	1	2	3	4
22. The results accurately depict what students are capable of doing on the ExGLEs.	1	2	3	4
23. The report of student performance is easy to interpret.	1	2	3	4
24. Comments: (If your comment refers to a question above, please list specific question number.)				

D. Instructional Relevance	Scale			
25. The content covered on Alaska's Alternate Assessment is closely related to what I teach.	1	2	3	4
26. I use the Extended Grade Level Expectations (ExGLEs) to guide instruction.	1	2	3	4
27. The IEP team uses the ExGLEs to guide writing academic goals and objectives.	1	2	3	4
28. The results from the alternate assessment help me guide instruction.	1	2	3	4
29. I now spend more time teaching academic content to students taking the alternate assessment than before.	1	2	3	4
30. I provide more kinds of accommodations, assistive technologies, and supports than I did prior to administering alternate assessments.	1	2	3	4
31. I have increased my academic expectations of students with significant cognitive disabilities since giving the alternate assessments.	1	2	3	4
32. With the alternate assessments, I learned new information about my students' knowledge/skill in academic content.	1	2	3	4
33. Through administering the alternate assessment, I personally learned new skills for assessing student academic performance.	1	2	3	4
34. It is important to include students with significant cognitive disabilities in the statewide assessment and accountability system.	1	2	3	4

E: Professional Development Needs	Scale			
36. Providing instruction in language arts (reading and writing) aligned to content standards and alternate assessments.	1	2	3	4
37. Providing instruction in mathematics aligned to content standards and alternate assessments.	1	2	3	4
38. Providing instruction in science aligned to content standards and alternate assessments.	1	2	3	4
39. Appropriately balancing academic content aligned to standards and functional or daily living skills.	1	2	3	4
40. Using appropriate accommodations that assist students in learning and showing what they know and can do.	1	2	3	4
41. Using Alternative or Augmented Communication (AAC) systems that assist students in learning and showing what they know and can do.	1	2	3	4
42. Explaining alternate assessment results to parents.	1	2	3	4
43. Comments: (If your comment refers to a question above, please list specific question number.)				

F. Teacher Demographics and Experiences – Please tell us about yourself.

44. How many years you have been teaching overall? _____

45. How many years have you been teaching students with significant disabilities? _____

46. Please indicate the college degrees you have earned. (Check all that apply)

Bachelor's Yes No

Masters Yes No

Doctorate Yes No

Other: Yes No

For Other, Please specify. _____

47. Which of the following areas of teaching certification or licensure do you hold? (Check all that apply):

General Education Yes No

Special Education Yes No

Other (specify): Yes No

For Other, Please specify. _____

48. Which of the following subject area endorsements or certifications do you hold? (Check all that apply):

English Language Arts Yes No

Mathematics Yes No

Science Yes No

Health/Physical Education Yes No

Administration	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-10
Standard				
ELOS				

50. Do you have an Alternate Assessment Mentor (Qualified Trainer) in your district? __Yes __No

51. Number of students on your caseload in each disability categories (Mark all that apply)

- Mental Retardation _____
- Hearing Impairment _____
- Visual Impairment _____
- Deaf/blindness _____
- Communication Disorder _____
- Emotional Disturbance _____
- Orthopedic Impairment _____
- Traumatic Brain Injury _____
- Other Health Impairment _____
- Autism Spectrum Disorder _____
- Specific Learning Disability _____
- Other (please specify: _____) _____

WebTrainTime

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1.7	1.7	1.7
10 + hours	18	10.1	10.1	11.8
4-6 hours	82	46.1	46.1	57.9
6-8 hours	49	27.5	27.5	85.4
8-10 hours	26	14.6	14.6	100.0
Total	178	100.0	100.0	

TimeTrainWell

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-SD	12	6.7	6.7	6.7
2-D	27	15.2	15.2	21.9
3-A	109	61.2	61.2	83.1
4-SA	30	16.9	16.9	100.0
Total	178	100.0	100.0	

TrainMatInform

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-SD	7	3.9	4.0	4.0
2-D	13	7.3	7.4	11.4
3-A	130	73.0	74.3	85.7
4-SA	25	14.0	14.3	100.0
Total	175	98.3	100.0	
Missing System	3	1.7		
Total	178	100.0		

TimeToQA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	19	10.7	10.7	10.7
	2-D	32	18.0	18.1	28.8
	3-A	104	58.4	58.8	87.6
	4-SA	22	12.4	12.4	100.0
	Total	177	99.4	100.0	
Missing	System	1	.6		
Total		178	100.0		

RequireClear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	3	1.7	1.7	1.7
	2-D	14	7.9	8.0	9.7
	3-A	119	66.9	67.6	77.3
	4-SA	40	22.5	22.7	100.0
	Total	176	98.9	100.0	
Missing	System	2	1.1		
Total		178	100.0		

RequireReasnbl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	5	2.8	2.8	2.8
	2-D	17	9.6	9.6	12.4
	3-A	121	68.0	68.0	80.3
	4-SA	35	19.7	19.7	100.0
	Total	178	100.0	100.0	

AdminUseful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	7	3.9	3.9	3.9
	2-D	28	15.7	15.7	19.7
	3-A	106	59.6	59.6	79.2
	4-SA	37	20.8	20.8	100.0
	Total	178	100.0	100.0	

RefrshReasnbl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	3	1.7	1.7	1.7
	2-D	19	10.7	10.9	12.6
	3-A	126	70.8	72.4	85.1
	4-SA	26	14.6	14.9	100.0
	Total	174	97.8	100.0	
Missing	System	4	2.2		
Total		178	100.0		

FullyCapabl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	4	2.2	2.2	2.2
	2-D	4	2.2	2.2	4.5
	3-A	116	65.2	65.2	69.7
	4-SA	54	30.3	30.3	100.0
	Total	178	100.0	100.0	

DecMakeClear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	4	2.2	2.3	2.3
	2-D	33	18.5	18.9	21.1
	3-A	122	68.5	69.7	90.9
	4-SA	16	9.0	9.1	100.0
	Total	175	98.3	100.0	
Missing	System	3	1.7		
Total		178	100.0		

MatOrg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	14	7.9	8.0	8.0
	2-D	36	20.2	20.6	28.6
	3-A	106	59.6	60.6	89.1
	4-SA	19	10.7	10.9	100.0
	Total	175	98.3	100.0	
Missing	System	3	1.7		
Total		178	100.0		

TimePrep

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	12	6.7	6.9	6.9
	2-D	42	23.6	24.1	31.0
	3-A	106	59.6	60.9	92.0
	4-SA	14	7.9	8.0	100.0
	Total	174	97.8	100.0	
Missing	System	4	2.2		

TimeAdmin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	7	3.9	4.1	4.1
	2-D	19	10.7	11.1	15.2
	3-A	120	67.4	70.2	85.4
	4-SA	25	14.0	14.6	100.0
	Total	171	96.1	100.0	
Missing	System	7	3.9		
Total		178	100.0		

TimeEntrData

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	8	4.5	4.7	4.7
	2-D	17	9.6	9.9	14.6
	3-A	117	65.7	68.4	83.0
	4-SA	29	16.3	17.0	100.0
	Total	171	96.1	100.0	
Missing	System	7	3.9		
Total		178	100.0		

ScoreCritClear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	3	1.7	1.7	1.7
	2-D	44	24.7	25.3	27.0
	3-A	114	64.0	65.5	92.5
	4-SA	13	7.3	7.5	100.0
	Total	174	97.8	100.0	
Missing	System	4	2.2		

AdminEasy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	3	1.7	1.7	1.7
	2-D	19	10.7	11.0	12.8
	3-A	131	73.6	76.2	89.0
	4-SA	19	10.7	11.0	100.0
	Total	172	96.6	100.0	
Missing	System	6	3.4		
Total		178	100.0		

IncldAccomm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	3	1.7	1.7	1.7
	2-D	30	16.9	17.3	19.1
	3-A	130	73.0	75.1	94.2
	4-SA	10	5.6	5.8	100.0
	Total	173	97.2	100.0	
Missing	System	5	2.8		
Total		178	100.0		

Statistics

		StdAccess	ELOSAccess	RsltsDepictEx	RprtInterp
N	Valid	171	170	172	173
	Missing	7	8	6	5
	Mean	2.84	2.84	2.50	2.95
	Median	3.00	3.00	3.00	3.00
	Mode	3	3	3	3
	Std. Deviation	.645	.599	.791	.542

StdAccess

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	9	5.1	5.3	5.3
	2-D	24	13.5	14.0	19.3
	3-A	123	69.1	71.9	91.2
	4-SA	15	8.4	8.8	100.0
	Total	171	96.1	100.0	
Missing	System	7	3.9		
Total		178	100.0		

ELOSAccess

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	8	4.5	4.7	4.7
	2-D	22	12.4	12.9	17.6
	3-A	129	72.5	75.9	93.5
	4-SA	11	6.2	6.5	100.0
	Total	170	95.5	100.0	
Missing	System	8	4.5		
Total		178	100.0		

RsltsDepictEx

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	22	12.4	12.8	12.8
	2-D	52	29.2	30.2	43.0
	3-A	88	49.4	51.2	94.2
	4-SA	10	5.6	5.8	100.0
	Total	172	96.6	100.0	

RprtInterp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	4	2.2	2.3	2.3
	2-D	18	10.1	10.4	12.7
	3-A	134	75.3	77.5	90.2
	4-SA	17	9.6	9.8	100.0
	Total	173	97.2	100.0	
Missing	System	5	2.8		
Total		178	100.0		

ContentTeach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	24	13.5	13.9	13.9
	2-D	45	25.3	26.0	39.9
	3-A	93	52.2	53.8	93.6
	4-SA	11	6.2	6.4	100.0
	Total	173	97.2	100.0	
Missing	System	5	2.8		
Total		178	100.0		

ExGLEInstruct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	8	4.5	4.7	4.7
	2-D	56	31.5	32.6	37.2
	3-A	95	53.4	55.2	92.4
	4-SA	13	7.3	7.6	100.0
	Total	172	96.6	100.0	
Missing	System	6	3.4		

ExGLE_IEP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	11	6.2	6.4	6.4
	2-D	53	29.8	31.0	37.4
	3-A	94	52.8	55.0	92.4
	4-SA	13	7.3	7.6	100.0
	Total	171	96.1	100.0	
Missing	System	7	3.9		
Total		178	100.0		

RsltsInstructn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	18	10.1	10.5	10.5
	2-D	47	26.4	27.3	37.8
	3-A	91	51.1	52.9	90.7
	4-SA	16	9.0	9.3	100.0
	Total	172	96.6	100.0	
Missing	System	6	3.4		
Total		178	100.0		

MoreTchAcad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	35	19.7	20.5	20.5
	2-D	81	45.5	47.4	67.8
	3-A	47	26.4	27.5	95.3
	4-SA	8	4.5	4.7	100.0
	Total	171	96.1	100.0	
Missing	System	7	3.9		

MoreAccomm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	34	19.1	20.0	20.0
	2-D	96	53.9	56.5	76.5
	3-A	39	21.9	22.9	99.4
	4-SA	1	.6	.6	100.0
	Total	170	95.5	100.0	
Missing	System	8	4.5		
Total		178	100.0		

IncrsdAcadExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	35	19.7	20.7	20.7
	2-D	79	44.4	46.7	67.5
	3-A	51	28.7	30.2	97.6
	4-SA	4	2.2	2.4	100.0
	Total	169	94.9	100.0	
Missing	System	9	5.1		
Total		178	100.0		

LearndNewInform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	22	12.4	12.9	12.9
	2-D	54	30.3	31.8	44.7
	3-A	81	45.5	47.6	92.4
	4-SA	13	7.3	7.6	100.0
	Total	170	95.5	100.0	
Missing	System	8	4.5		
Total		178	100.0		

LrndNewAssess

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	25	14.0	14.7	14.7
	2-D	63	35.4	37.1	51.8
	3-A	74	41.6	43.5	95.3
	4-SA	8	4.5	4.7	100.0
	Total	170	95.5	100.0	
Missing	System	8	4.5		
Total		178	100.0		

SWSCDInclud

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	41	23.0	23.7	23.7
	2-D	36	20.2	20.8	44.5
	3-A	71	39.9	41.0	85.5
	4-SA	25	14.0	14.5	100.0
	Total	173	97.2	100.0	
Missing	System	5	2.8		
Total		178	100.0		

InstrucLAAAlign

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	26	14.6	14.8	14.8
	2-D	57	32.0	32.4	47.2
	3-A	68	38.2	38.6	85.8
	4-SA	25	14.0	14.2	100.0
	Total	176	98.9	100.0	
Missing	System	2	1.1		
Total		178	100.0		

InstructMathAlign

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	27	15.2	15.3	15.3
	2-D	60	33.7	34.1	49.4
	3-A	65	36.5	36.9	86.4
	4-SA	24	13.5	13.6	100.0
	Total	176	98.9	100.0	
Missing	System	2	1.1		
Total		178	100.0		

InstructSciAlign

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	34	19.1	19.4	19.4
	2-D	74	41.6	42.3	61.7
	3-A	47	26.4	26.9	88.6
	4-SA	20	11.2	11.4	100.0
	Total	175	98.3	100.0	
Missing	System	3	1.7		
Total		178	100.0		

BalncAcadFuncnl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	6	3.4	3.4	3.4
	2-D	27	15.2	15.4	18.9
	3-A	59	33.1	33.7	52.6
	4-SA	83	46.6	47.4	100.0
	Total	175	98.3	100.0	
Missing	System	3	1.7		

UseAccomm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	6	3.4	3.5	3.5
	2-D	23	12.9	13.3	16.8
	3-A	62	34.8	35.8	52.6
	4-SA	82	46.1	47.4	100.0
	Total	173	97.2	100.0	
Missing	System	5	2.8		
Total		178	100.0		

UseAugCommun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	8	4.5	4.7	4.7
	2-D	28	15.7	16.3	20.9
	3-A	60	33.7	34.9	55.8
	4-SA	76	42.7	44.2	100.0
	Total	172	96.6	100.0	
Missing	System	6	3.4		
Total		178	100.0		

ExplainToParnts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-SD	22	12.4	12.9	12.9
	2-D	52	29.2	30.4	43.3
	3-A	59	33.1	34.5	77.8
	4-SA	38	21.3	22.2	100.0
	Total	171	96.1	100.0	
Missing	System	7	3.9		

Statistics

		YearsTchg	YrsTchSped
N	Valid	178	178
	Missing	0	0
	Mean	14.78	9.92
	Median	13.75	8.00
	Mode	8 ^a	10
	Std. Deviation	8.763	7.817
	Minimum	0	0
	Maximum	37	33

a. Multiple modes exist. The smallest value is shown

YearsTchg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	2.2	2.2	2.2
	1	5	2.8	2.8	5.1
	2	6	3.4	3.4	8.4
	3	4	2.2	2.2	10.7
	4	5	2.8	2.8	13.5
	5	6	3.4	3.4	16.9
	7	3	1.7	1.7	18.5
	8	13	7.3	7.3	25.8
	8.5	1	.6	.6	26.4
	8.8	1	.6	.6	27.0
	9	5	2.8	2.8	29.8
	10	13	7.3	7.3	37.1
	11	6	3.4	3.4	40.4
12	8	4.5	4.5	44.9	

15	6	3.4	3.4	56.7
16	3	1.7	1.7	58.4
17	5	2.8	2.8	61.2
18	10	5.6	5.6	66.9
18.4	1	.6	.6	67.4
19	4	2.2	2.2	69.7
20	7	3.9	3.9	73.6
21	6	3.4	3.4	77.0
22	5	2.8	2.8	79.8
23	6	3.4	3.4	83.1
24	2	1.1	1.1	84.3
25	10	5.6	5.6	89.9
26	2	1.1	1.1	91.0
27	1	.6	.6	91.6
28	2	1.1	1.1	92.7
30	3	1.7	1.7	94.4
31	1	.6	.6	94.9
32	3	1.7	1.7	96.6
33	1	.6	.6	97.2
34	1	.6	.6	97.8
35	2	1.1	1.1	98.9
36	1	.6	.6	99.4
37	1	.6	.6	100.0
Total	178	100.0	100.0	

YrsTchSped

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12	6.7	6.7	6.7
	1	10	5.6	5.6	12.4
	1.5	1	.6	.6	12.9
	2	9	5.1	5.1	18.0
	3	8	4.5	4.5	22.5
	4	12	6.7	6.7	29.2
	5	10	5.6	5.6	34.8
	5.5	1	.6	.6	35.4
	6	10	5.6	5.6	41.0
	7	5	2.8	2.8	43.8
	8	12	6.7	6.7	50.6
	8.8	1	.6	.6	51.1
	9	2	1.1	1.1	52.2
	10	21	11.8	11.8	64.0
	11	4	2.2	2.2	66.3
	12	9	5.1	5.1	71.3
	13	6	3.4	3.4	74.7
	14	2	1.1	1.1	75.8
	15	4	2.2	2.2	78.1
	16	3	1.7	1.7	79.8
	17	3	1.7	1.7	81.5
	18	4	2.2	2.2	83.7
	19	3	1.7	1.7	85.4
	20	5	2.8	2.8	88.2
	21	3	1.7	1.7	89.9
	22	3	1.7	1.7	91.6
	23	1	.6	.6	92.1

28	1	.6	.6	97.2
30	2	1.1	1.1	98.3
32	2	1.1	1.1	99.4
33	1	.6	.6	100.0
Total	178	100.0	100.0	

46a. College degree-Bachelors

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	32.0	32.0	32.0
Bachelors	121	68.0	68.0	100.0
Total	178	100.0	100.0	

46b. College degree-Masters

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	97	54.5	54.5	54.5
Masters	81	45.5	45.5	100.0
Total	178	100.0	100.0	

46d. College degree-Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	167	93.8	93.8	93.8
Other	11	6.2	6.2	100.0
Total	178	100.0	100.0	

46e. Other Certificates

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	157	88.2	88.2	88.2
plus 60 credits.	1	.6	.6	88.8
+ 34 hours	1	.6	.6	89.3
+33?	1	.6	.6	89.9
2 masters and national board certification	1	.6	.6	90.4
2nd Special Education Master in Birth-5	1	.6	.6	91.0
45 credit hours in Special Education for certification in SPED	1	.6	.6	91.6
9 credits off a masters degree	1	.6	.6	92.1
A great deal of graduate level continuing education	1	.6	.6	92.7
Bachelors in education & endorsement in Sp.Ed.	1	.6	.6	93.3
Endorsements	1	.6	.6	93.8
GT, SPED, Teaching Cert Elem & HS (let HS lapse)	1	.6	.6	94.4
In process of obtaining Masters in SpEd.	1	.6	.6	94.9
in Severe/profound sped	1	.6	.6	95.5
No comment	1	.6	.6	96.1
no degree - paraprofessional	1	.6	.6	96.6
Special education endorsement	1	.6	.6	97.2
Special Education, Bachelors in Psychology	1	.6	.6	97.8
TESL certification	1	.6	.6	98.3
two Masters	1	.6	.6	98.9

development, one in severely/profoundly handicapped including behavioral disordered or ED and endorsements in Learning Disabled	1	.6	.6	99.4
Working towards my masters	1	.6	.6	100.0
Total	178	100.0	100.0	

47a. General Education License

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	30.3	30.3	30.3
General Education	124	69.7	69.7	100.0
Total	178	100.0	100.0	

47b. Special Education License

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	7.3	7.3	7.3
Special Education	165	92.7	92.7	100.0
Total	178	100.0	100.0	

47c. Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	160	89.9	89.9	89.9
Other	18	10.1	10.1	100.0
Total	178	100.0	100.0	

47d. Administrator

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	155	87.1	87.1	87.1
(LET)Licensure Examination for Teachers, Phils.	1	.6	.6	87.6
Admin	1	.6	.6	88.2
Administrator I am Director of SpEd not a teacher!	1	.6	.6	88.8
Almost finished with SpEd. Certification	1	.6	.6	89.3
art education	1	.6	.6	89.9
Birth - 5 special education	1	.6	.6	90.4
Counseling and guidance MED./Cert.	1	.6	.6	91.0
Counseling K-12	1	.6	.6	91.6
Deaf Education	1	.6	.6	92.1
Elementary	1	.6	.6	92.7
Gifted & Talented	1	.6	.6	93.3
highly qualified in elementary ed	1	.6	.6	93.8
MA in administration & supervision	1	.6	.6	94.4
No comment	1	.6	.6	94.9
none	1	.6	.6	95.5
Reading	1	.6	.6	96.1
Reading Endorsement	1	.6	.6	96.6
Reading Specialist	1	.6	.6	97.2
Secondary School Counseling	1	.6	.6	97.8
SLP	1	.6	.6	98.3
Speech and Language	1	.6	.6	98.9
Speech Language Pathology	1	.6	.6	99.4
Visually Impaired	1	.6	.6	100.0

48a. English LA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	161	90.4	90.4	90.4
English Language Arts	17	9.6	9.6	100.0
Total	178	100.0	100.0	

48b. Mathematics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	173	97.2	97.2	97.2
Mathematics	5	2.8	2.8	100.0
Total	178	100.0	100.0	

48c. Science

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	170	95.5	95.5	95.5
Science	8	4.5	4.5	100.0
Total	178	100.0	100.0	

48d. Health PE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	169	94.9	94.9	94.9
Health/Physical Education	9	5.1	5.1	100.0
Total	178	100.0	100.0	

48e. Performing Arts

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	173	97.2	97.2	97.2
Fine or Performing Arts	5	2.8	2.8	100.0
Total	178	100.0	100.0	

48f. Social Studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	168	94.4	94.4	94.4
Social Studies	10	5.6	5.6	100.0
Total	178	100.0	100.0	

48g. Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	110	61.8	61.8	61.8
Other	68	38.2	38.2	100.0
Total	178	100.0	100.0	

48e. For Other, Please specify:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	96	53.9	53.9	53.9
Adapted PE endorsement	1	.6	.6	54.5
Deaf Education	1	.6	.6	55.1
Elem Ed	1	.6	.6	55.6
elem. education K-9	1	.6	.6	56.2
Elem. Sec. Education, PE,	1	.6	.6	56.7
Elem.Ed and Special Ed.	1	.6	.6	57.3
Elementary Ed &Special Educatrion	1	.6	.6	57.9
Elementary ed. special ed. cognitive impaired	1	.6	.6	58.4
Elementary Ed./Special Ed.	1	.6	.6	59.0
elementary edcuation, endorsed in special education	1	.6	.6	59.6
elementary education	1	.6	.6	60.1
Elementary Education	7	3.9	3.9	64.0
elementary education 1-8 special ed. K-12	1	.6	.6	64.6
Elementary Education K-6, Special Education K-12	1	.6	.6	65.2
Elementary Education K-8; Special Education K-12	1	.6	.6	65.7
Elementary Education with and Endorsement in Special Education	1	.6	.6	66.3
Elementary Education, Special Education	1	.6	.6	66.9
Elementary GR K-5, GR 6-8 Biology, GR 6-8 History	1	.6	.6	67.4
Elementary Education K-5	1	.6	.6	68.0

Sped	1	.6	.6	69.7
Elementary K-8, Sped K-12	1	.6	.6	70.2
Elementary Pre-K,-8	1	.6	.6	70.8
Elementary-with emphasis in math, Sped-LD and Mild handicap	1	.6	.6	71.3
Elementary/special education	1	.6	.6	71.9
Elementary/Special Education	1	.6	.6	72.5
Elementry Ed	1	.6	.6	73.0
Elmentary Education and Special Education	1	.6	.6	73.6
ESL	1	.6	.6	74.2
ESL , Pre-K - 12 Special Educaiton	1	.6	.6	74.7
ESL and Special Education preK - 12	1	.6	.6	75.3
gen ed	1	.6	.6	75.8
General ed, K-8	1	.6	.6	76.4
General Education(LET)	1	.6	.6	77.0
General Elementary K-8	1	.6	.6	77.5
General special education 1-12 and elem. 1-8	1	.6	.6	78.1
Highly Qualified as K-6 General	1	.6	.6	78.7
Highly Qualified in SpEd Math and English	1	.6	.6	79.2
Highly qualified K-8 all subjects.	1	.6	.6	79.8
History, Elementary	1	.6	.6	80.3
HQT in all 4 areas for special education	1	.6	.6	80.9
I am highly qualified in Elementary Education, World & U.S. History, and SPED	1	.6	.6	81.5

k-5 general ed, k-12 special ed	1	.6	.6	83.1
k-8 elementary education/k-12 mild/moderate special education	1	.6	.6	83.7
K-8 gen ed. and k-12 spec. ed.	1	.6	.6	84.3
K-8 general education	1	.6	.6	84.8
learning disabilities	1	.6	.6	85.4
Learning Disabilities, Mental Retardation	1	.6	.6	86.0
Mild to sever learning disabilities Sped	1	.6	.6	86.5
not really a teacher	1	.6	.6	87.1
reading	1	.6	.6	87.6
Severly Handicapped Learning, Multiple Disibilities	1	.6	.6	88.2
Sp. Ed. grade k-8	1	.6	.6	88.8
Spec edu 7-12 Highqualified HOUSSE	1	.6	.6	89.3
Special and Regular Ed K-8. Masters Secondary Curriculum, Instruction and Assessment	1	.6	.6	89.9
Special Ed LD and ED	1	.6	.6	90.4
special education	3	1.7	1.7	92.1
Special education	1	.6	.6	92.7
Special Education	3	1.7	1.7	94.4
Special Education 0-21	1	.6	.6	94.9
special education k-12	1	.6	.6	95.5
special education K-12	1	.6	.6	96.1
Special Education Prek-12/Elementary Education K-8	1	.6	.6	96.6
Special Education, Elementary Education	1	.6	.6	97.2

Speech Language Pathology	1	.6	.6	99.4
Vocational Home Economics	1	.6	.6	100.0
Total	178	100.0	100.0	

StdRead

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	115	64.6	64.6	64.6
	1	37	20.8	20.8	85.4
	2	16	9.0	9.0	94.4
	3	7	3.9	3.9	98.3
	4	2	1.1	1.1	99.4
	5	1	.6	.6	100.0
	Total	178	100.0	100.0	

ELOSRead

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	163	91.6	91.6	91.6
	1	14	7.9	7.9	99.4
	2	1	.6	.6	100.0
	Total	178	100.0	100.0	

StdWrite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	125	70.2	70.2	70.2
	1	34	19.1	19.1	89.3
	2	9	5.1	5.1	94.4
	3	5	2.8	2.8	97.2
	4	4	2.2	2.2	99.4
	12	1	.6	.6	100.0

ELOSWrite

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	163	91.6	91.6	91.6
	1	11	6.2	6.2	97.8
	2	1	.6	.6	98.3
	4	2	1.1	1.1	99.4
	12	1	.6	.6	100.0
	Total	178	100.0	100.0	

StdMath

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	136	76.4	76.4	76.4
	1	24	13.5	13.5	89.9
	2	9	5.1	5.1	94.9
	4	1	.6	.6	95.5
	5	3	1.7	1.7	97.2
	6	2	1.1	1.1	98.3
	7	2	1.1	1.1	99.4
	8	1	.6	.6	100.0
	Total	178	100.0	100.0	

ELOSMath

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	164	92.1	92.1	92.1
	1	9	5.1	5.1	97.2
	2	2	1.1	1.1	98.3
	4	2	1.1	1.1	99.4

StdSci

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	125	70.2	70.2	70.2
	1	32	18.0	18.0	88.2
	2	6	3.4	3.4	91.6
	3	3	1.7	1.7	93.3
	4	3	1.7	1.7	94.9
	5	1	.6	.6	95.5
	6	2	1.1	1.1	96.6
	7	4	2.2	2.2	98.9
	10	1	.6	.6	99.4
	16	1	.6	.6	100.0
	Total	178	100.0	100.0	

ELOSSci

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	163	91.6	91.6	91.6
	1	11	6.2	6.2	97.8
	2	1	.6	.6	98.3
	3	2	1.1	1.1	99.4
	12	1	.6	.6	100.0
	Total	178	100.0	100.0	

QAInDistrict

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Click to Select	11	6.2	6.2	6.2
	No	5	2.8	2.8	9.0
	Yes	162	91.0	91.0	100.0

MR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	68	38.2	38.2	38.2
	1	26	14.6	14.6	52.8
	2	25	14.0	14.0	66.9
	3	20	11.2	11.2	78.1
	4	10	5.6	5.6	83.7
	5	8	4.5	4.5	88.2
	6	6	3.4	3.4	91.6
	7	5	2.8	2.8	94.4
	8	1	.6	.6	94.9
	9	3	1.7	1.7	96.6
	10	3	1.7	1.7	98.3
	11	1	.6	.6	98.9
	12	2	1.1	1.1	100.0
	Total	178	100.0	100.0	

HI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	160	89.9	89.9	89.9
	1	11	6.2	6.2	96.1
	2	2	1.1	1.1	97.2
	3	1	.6	.6	97.8
	4	2	1.1	1.1	98.9
	5	1	.6	.6	99.4
	30	1	.6	.6	100.0
	Total	178	100.0	100.0	

VI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	151	84.8	84.8	84.8
	1	23	12.9	12.9	97.8
	2	3	1.7	1.7	99.4
	4	1	.6	.6	100.0
	Total	178	100.0	100.0	

DB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	159	89.3	89.3	89.3
	1	16	9.0	9.0	98.3
	3	2	1.1	1.1	99.4
	4	1	.6	.6	100.0
	Total	178	100.0	100.0	

CD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	131	73.6	73.6	73.6
	1	12	6.7	6.7	80.3
	2	7	3.9	3.9	84.3
	3	5	2.8	2.8	87.1
	4	5	2.8	2.8	89.9
	5	3	1.7	1.7	91.6
	6	4	2.2	2.2	93.8
	7	3	1.7	1.7	95.5
	9	1	.6	.6	96.1
	10	4	2.2	2.2	98.3
	11	1	.6	.6	98.9
	13	1	.6	.6	99.4
	14	1	.6	.6	100.0
	Total	178	100.0	100.0	

ED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	137	77.0	77.0	77.0
	1	18	10.1	10.1	87.1
	2	14	7.9	7.9	94.9
	3	5	2.8	2.8	97.8
	4	1	.6	.6	98.3
	7	1	.6	.6	98.9
	8	1	.6	.6	99.4
	13	1	.6	.6	100.0
	Total	178	100.0	100.0	

OI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	159	89.3	89.3	89.3
	1	11	6.2	6.2	95.5
	2	4	2.2	2.2	97.8
	3	1	.6	.6	98.3
	4	3	1.7	1.7	100.0
	Total	178	100.0	100.0	

TBI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	163	91.6	91.6	91.6
	1	12	6.7	6.7	98.3
	2	2	1.1	1.1	99.4
	4	1	.6	.6	100.0
	Total	178	100.0	100.0	

OHI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	99	55.6	55.6	55.6
	1	35	19.7	19.7	75.3
	2	25	14.0	14.0	89.3
	3	8	4.5	4.5	93.8
	4	4	2.2	2.2	96.1
	5	4	2.2	2.2	98.3
	6	1	.6	.6	98.9
	7	1	.6	.6	99.4

ASD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	89	50.0	50.0	50.0
	1	42	23.6	23.6	73.6
	2	25	14.0	14.0	87.6
	3	8	4.5	4.5	92.1
	4	5	2.8	2.8	94.9
	5	5	2.8	2.8	97.8
	6	3	1.7	1.7	99.4
	10	1	.6	.6	100.0
	Total	178	100.0	100.0	

SLD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	92	51.7	51.7	51.7
	1	14	7.9	7.9	59.6
	2	10	5.6	5.6	65.2
	3	6	3.4	3.4	68.5
	4	4	2.2	2.2	70.8
	5	8	4.5	4.5	75.3
	6	7	3.9	3.9	79.2
	7	11	6.2	6.2	85.4
	8	5	2.8	2.8	88.2
	9	2	1.1	1.1	89.3
	10	4	2.2	2.2	91.6
	11	2	1.1	1.1	92.7
	12	1	.6	.6	93.3
	13	1	.6	.6	93.8
	14	1	.6	.6	94.4
	15	3	1.7	1.7	96.1
	18	2	1.1	1.1	97.2
	19	1	.6	.6	97.8
	20	1	.6	.6	98.3
	23	1	.6	.6	98.9
	25	1	.6	.6	99.4
	44	1	.6	.6	100.0
	Total	178	100.0	100.0	

OTHER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	138	77.5	77.5	77.5
	1	13	7.3	7.3	84.8
	2	12	6.7	6.7	91.6
	3	5	2.8	2.8	94.4
	4	1	.6	.6	94.9
	5	3	1.7	1.7	96.6
	6	3	1.7	1.7	98.3
	7	1	.6	.6	98.9
	9	1	.6	.6	99.4
	10	1	.6	.6	100.0
	Total	178	100.0	100.0	

Correlations

		TimeTrainWell	TrainMatInform	TimeToQA	RequireClear	RequireReasnbl	AdminUseful	RefrshReasnbl	FullyCapabl
TimeTrainWell	Pearson Correlation	1.000	.346**	.193**	.314**	.279**	.363**	.290**	.246**
	Sig. (2-tailed)		.000	.010	.000	.000	.000	.000	.001
	N	178.000	175	177	176	178	178	174	178
TrainMatInform	Pearson Correlation	.346**	1.000	.040	.179*	.277**	.249**	.259**	.411**
	Sig. (2-tailed)	.000		.600	.018	.000	.001	.001	.000
	N	175	175.000	174	173	175	175	171	175
TimeToQA	Pearson Correlation	.193**	.040	1.000	.108	.111	.179*	.138	.083
	Sig. (2-tailed)	.010	.600		.153	.141	.017	.069	.274
	N	177	174	177.000	175	177	177	173	177
RequireClear	Pearson Correlation	.314**	.179*	.108	1.000	.534**	.345**	.394**	.332**
	Sig. (2-tailed)	.000	.018	.153		.000	.000	.000	.000
	N	176	173	175	176.000	176	176	172	176
RequireReasnbl	Pearson Correlation	.279**	.277**	.111	.534**	1.000	.469**	.483**	.297**
	Sig. (2-tailed)	.000	.000	.141	.000		.000	.000	.000
	N	178	175	177	176	178.000	178	174	178
AdminUseful	Pearson Correlation	.363**	.249**	.179*	.345**	.469**	1.000	.398**	.249**
	Sig. (2-tailed)	.000	.001	.017	.000	.000		.000	.001
	N	178	175	177	176	178	178.000	174	178
RefrshReasnbl	Pearson Correlation	.290**	.259**	.138	.394**	.483**	.398**	1.000	.445**
	Sig. (2-tailed)	.000	.001	.069	.000	.000	.000		.000
	N	174	171	173	172	174	174	174.000	174
FullyCapabl	Pearson Correlation	.246**	.411**	.083	.332**	.297**	.249**	.445**	1.000
	Sig. (2-tailed)	.001	.000	.274	.000	.000	.001	.000	
	N	178	175	177	176	178	178	174	178.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

		DecMakeClear	MatOrg	TimePrep	TimeAdmin	TimeEntrData	ScoreCritClear	AdminEasy	InclAccomm
DecMakeClear	Pearson Correlation	1.000	.213**	.278**	.273**	.284**	.292**	.203**	.299**
	Sig. (2-tailed)		.005	.000	.000	.000	.000	.008	.000
	N	175.000	174	173	170	170	173	171	172
MatOrg	Pearson Correlation	.213**	1.000	.271**	.360**	.228**	.339**	.376**	.237**
	Sig. (2-tailed)	.005		.000	.000	.003	.000	.000	.002
	N	174	175.000	173	170	170	173	171	172
TimePrep	Pearson Correlation	.278**	.271**	1.000	.546**	.566**	.219**	.291**	.315**
	Sig. (2-tailed)	.000	.000		.000	.000	.004	.000	.000
	N	173	173	174.000	170	170	172	170	171
TimeAdmin	Pearson Correlation	.273**	.360**	.546**	1.000	.739**	.299**	.354**	.329**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	170	170	170	171.000	170	170	169	169
TimeEntrData	Pearson Correlation	.284**	.228**	.566**	.739**	1.000	.278**	.351**	.276**
	Sig. (2-tailed)	.000	.003	.000	.000		.000	.000	.000
	N	170	170	170	170	171.000	171	170	170
ScoreCritClear	Pearson Correlation	.292**	.339**	.219**	.299**	.278**	1.000	.285**	.474**
	Sig. (2-tailed)	.000	.000	.004	.000	.000		.000	.000
	N	173	173	172	170	171	174.000	172	173
AdminEasy	Pearson Correlation	.203**	.376**	.291**	.354**	.351**	.285**	1.000	.519**
	Sig. (2-tailed)	.008	.000	.000	.000	.000	.000		.000
	N	171	171	170	169	170	172	172.000	171
InclAccomm	Pearson Correlation	.299**	.237**	.315**	.329**	.276**	.474**	.519**	1.000
	Sig. (2-tailed)	.000	.002	.000	.000	.000	.000	.000	
	N	172	172	171	169	170	173	171	173.000

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		StdAccess	ELOSAccess	RsltsDepictEx	RprtInterp
StdAccess	Pearson Correlation	1.000	.596**	.484**	.300**
	Sig. (2-tailed)		.000	.000	.000
	N	171.000	167	167	169
ELOSAccess	Pearson Correlation	.596**	1.000	.453**	.326**
	Sig. (2-tailed)	.000		.000	.000
	N	167	170.000	168	168
RsltsDepictEx	Pearson Correlation	.484**	.453**	1.000	.385**
	Sig. (2-tailed)	.000	.000		.000
	N	167	168	172.000	170
RprtInterp	Pearson Correlation	.300**	.326**	.385**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	169	168	170	173.000

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		ContentTeach	ExGLEInstrct	ExGLE_IEP	RsltsInstructn	MoreTchAcad	MoreAccomm	IncrsdAcadExp	LearndNewwInform	LrndNewAssess	SWSCDI_nclud
ContentTeach	Pearson Correlation	1.000	.430**	.493**	.609**	.406**	.262**	.424**	.393**	.406**	.185*
	Sig. (2-tailed)		.000	.000	.000	.000	.001	.000	.000	.000	.016
	N	173.000	171	170	171	170	169	168	169	168	170
ExGLEInstrct	Pearson Correlation	.430**	1.000	.835**	.585**	.315**	.290**	.343**	.297**	.288**	.229**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.003
	N	171	172.000	171	171	170	169	168	169	168	170
ExGLE_IEP	Pearson Correlation	.493**	.835**	1.000	.596**	.340**	.254**	.301**	.346**	.302**	.209**
	Sig. (2-tailed)	.000	.000		.000	.000	.001	.000	.000	.000	.006
	N	170	171	171.000	171	170	169	168	169	168	170
RsltsInstrctn	Pearson Correlation	.609**	.585**	.596**	1.000	.421**	.384**	.393**	.541**	.497**	.296**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	171	171	171	172.000	171	170	169	170	169	171
MoreTchAcad	Pearson Correlation	.406**	.315**	.340**	.421**	1.000	.547**	.724**	.387**	.568**	.221**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.004
	N	170	170	170	171	171.000	169	168	169	168	170
MoreAccomm	Pearson Correlation	.262**	.290**	.254**	.384**	.547**	1.000	.696**	.425**	.525**	.214**
	Sig. (2-tailed)	.001	.000	.001	.000	.000		.000	.000	.000	.005
	N	169	169	169	170	169	170.000	169	170	169	169
IncrsdAcadExp	Pearson Correlation	.424**	.343**	.301**	.393**	.724**	.696**	1.000	.466**	.585**	.228**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.003
	N	168	168	168	169	168	169	169.000	169	168	168
LearndNewwInform	Pearson Correlation	.393**	.297**	.346**	.541**	.387**	.425**	.466**	1.000	.621**	.241**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.002
	N	169	169	169	170	169	170	169	170.000	169	169

	ContentTe ach	ExGLEIns truct	ExGLE _IEP	RsltsInstr uctn	MoreTch Acad	MoreAcco mm	IncrsdAca dExp	LearndNe wInform	LrndNew Assess	SWSCDI nclud	
LrndNewAss ess	Pearson Correlation	.406**	.288**	.302**	.497**	.568**	.525**	.585**	.621**	1.000	.328**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	168	168	168	169	168	169	168	169	170.000	169
SWSCDI d	Pearson Correlation	.185*	.229**	.209**	.296**	.221**	.214**	.228**	.241**	.328**	1.000
	Sig. (2-tailed)	.016	.003	.006	.000	.004	.005	.003	.002	.000	
	N	170	170	170	171	170	169	168	169	169	173.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

		InstrucLAAli gn	InstructMath Align	InstructSciAli gn	BalncAcadFu ncl	UseAccomm	UseAugCom mun	ExplainToPar nts
InstrucLAAli gn	Pearson Correlation	1.000	.932**	.751**	.320**	.405**	.232**	.409**
	Sig. (2-tailed)		.000	.000	.000	.000	.002	.000
	N	176.000	176	175	175	173	172	171
InstructMathAli gn	Pearson Correlation	.932**	1.000	.750**	.346**	.430**	.277**	.396**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	176	176.000	175	175	173	172	171
InstructSciAli gn	Pearson Correlation	.751**	.750**	1.000	.252**	.369**	.272**	.306**
	Sig. (2-tailed)	.000	.000		.001	.000	.000	.000
	N	175	175	175.000	174	172	171	170
BalncAcadFu ncl	Pearson Correlation	.320**	.346**	.252**	1.000	.427**	.357**	.281**
	Sig. (2-tailed)	.000	.000	.001		.000	.000	.000
	N	175	175	174	175.000	173	172	171
UseAccomm	Pearson Correlation	.405**	.430**	.369**	.427**	1.000	.684**	.446**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	173	173	172	173	173.000	171	170
UseAugCommun	Pearson Correlation	.232**	.277**	.272**	.357**	.684**	1.000	.302**
	Sig. (2-tailed)	.002	.000	.000	.000	.000		.000
	N	172	172	171	172	171	172.000	170
ExplainToPar nts	Pearson Correlation	.409**	.396**	.306**	.281**	.446**	.302**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	171	171	170	171	170	170	171.000

** . Correlation is significant at the 0.01 level (2-tailed).