

Independent Evaluation of the California High School Exit Examination (CAHSEE): Year 5 Evaluation Report

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EXECUTIVE SUMMARY

The California High School Exit Examination

In 1999, the California legislature passed Senate Bill (SB) 2X establishing the requirement that, beginning with the high school Class of 2004, students must pass a graduation exam in mathematics and English-language arts (ELA) to receive a high school diploma. The legislation resulted in Chapter 8, Sections 60850–60856 of the California Education Code, which lays out requirements for the California High School Exit Examination (CAHSEE). Content for the CAHSEE was recommended by a High School Exit Examination Panel (HSEE), which was established under the legislation, and approved by the State Board of Education (the Board) in fall 2000. The exam was first administered to ninth graders in spring 2001. In 2003, as authorized by Assembly Bill (AB) 1609, the Board voted to defer the CAHSEE requirement to the Class of 2006. A slightly revised CAHSEE was administered to 10th graders in the Class of 2006 during the 2003–04 school year.

Section 60855 of the Education Code requires an independent evaluation of quality and impact of the CAHSEE. The California Department of Education (CDE) awarded a five-year contract for this evaluation to the Human Resources Research Organization (HumRRO) beginning January 2000. HumRRO's efforts have focused on analyses of data from tryouts of test questions and from the annual administrations of the CAHSEE and on activities to determine the impact of the examination. The legislation required an initial evaluation report in June 2000 and biennial reports to the Governor, the Legislature, the Board, and the CDE in February 2002 and February 2004.

In addition to the legislatively mandated evaluation reports, the contract for the evaluation required an annual report of evaluation activities. The present report meets the contract requirement for a report of activities and findings during the fifth year of the evaluation. This report adds to findings and recommendations included in prior evaluation reports (Wise, Hoffman, & Harris, 2000; Wise, Harris, Sipes, Hoffman, & Ford, 2000a; Wise, Sipes, George, Ford, & Harris, 2001; Wise et al., 2002b; Wise et al., 2003; Wise et al., 2004). Findings and recommendations from the prior reports are summarized briefly in Chapter 1 of this report.

Year 5 evaluation activities summarized in the current report include:

Review of Test Developer Plans and Reports. HumRRO continued to monitor test development activities and reports. We reviewed test content changes, test administration procedures, changes to reporting procedures, and the way test forms were equated.

Analysis of Operational CAHSEE Data. HumRRO analyzed results from three operational administrations of CAHSEE in February, March, and May of 2004. These were the first opportunities for students in the Class of 2006, then in the 10th grade, to take the CAHSEE. Results from the analyses of student test results are described in Chapter 2 of this report. Additional analyses of student responses to survey questions administered in conjunction with the test are described in Chapter 3.

Longitudinal Surveys of School Personnel. The annual survey of a representative sample of 24 districts and approximately 90 of their high schools continued for the fifth consecutive year. The surveys, which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, testing coordinators were surveyed for the third year to identify approaches and problems with the administration of the CAHSEE. Results from these analyses are described in Chapter 4 of this report.

Results from the 2004 CAHSEE Administrations

Results from the three CAHSEE administrations during the 2003–04 school year were analyzed for students in the high school Class of 2006 who took the CAHSEE as 10th graders. Results from the 2002–03 administrations were reanalyzed for 10th grade students in the high school Class of 2005 in a comparable manner so that trends across these two classes could be displayed.¹

Classes of 2005 and 2006

Performance on the CAHSEE mathematics test improved significantly for the Class of 2006 relative to the Class of 2005, even after differences in the score scales were accounted for. Passing rates for the ELA test were largely unchanged. Overall passing rates were above 70 percent on each test individually. Furthermore, 64 percent of the 10th grade students passed both parts, an increase of about 5 percentage points over Class of 2005 sophomores. Performance improved for nearly all demographic groups. The one exception was for students receiving special education services where the combined passing rate remained below 20 percent.

Students Receiving Special Education Services

Results for students receiving special education services were analyzed by type of disability and by ethnic group. The difference in pass rates among race/ethnicity groups of students receiving special education services was pronounced. Only 12 percent of African American and 19 percent of Hispanic students receiving special

¹ Several steps were required to produce comparable results for these two cohorts. First, some students in each cohort participated in more than one test administration, either as a makeup session or to retry a test they had not passed previously. Records were matched as well as possible, even though statewide student identifiers were not yet implemented for use with the CAHSEE. Second, a new score scale was introduced with the 2004 CAHSEE administrations. We estimated scores and changes in passing rates on this new scale for students who participated in the 2003 assessments (see pp. 18–19 for more details). Finally, we examined the accuracy of score equating across administrations and consistency in scoring the student essays and found no problems of note.

education services passed the mathematics test compared to about 45 percent of the Asian and White students receiving special education services. Results for the ELA test were similar.

English Learners

As in earlier administrations, ELA passing rates for English learners who had been redesignated as fluent English proficient were actually higher than for other student groups, suggesting that the lower passing rates for English learners will disappear once they achieve English proficiency. For math, passing levels were once again closely related to level of math coursework completed. We found modest increases in the percentage of students who took advanced mathematics courses and also significant gains in CAHSEE passing rates for each course level. The latter finding suggests that students were better prepared to take these courses based on their earlier coursework.

One final finding in analyzing results from the 2002–03 CAHSEE administrations was that there continue to be some issues with record-keeping and possibly with schools' understanding of CAHSEE regulations and procedures. For instance, some students in the Class of 2006 appear to have taken one or both of the CAHSEE tests more than once, even though that was not intended by the CDE. When the student identification system—California Longitudinal Pupil Achievement Data System (CALPADS)—is in place, analyses should be more straightforward and accurate.

Student Questionnaire Responses

After completing each portion of the CAHSEE, students responded to a series of questions about their reaction to the test and their plans for graduation and beyond. Responses from 10th grade students in the Class of 2006 who participated in the 2004 CAHSEE administrations were compared to responses from 10th grade students in the Class of 2005 who participated in the 2003 CAHSEE administrations. The 2004 questionnaires included four new questions about the students' instruction. Responses to these questions were analyzed for the Class of 2006 only. Chapter 3 includes a detailed analysis of student questionnaire responses.

Student responses to questions about the test and about their plans for graduation and beyond did not change dramatically from 2003 to 2004. Responses to the new questions concerning instruction indicated that most students were receiving instruction in the material covered by the CAHSEE, were familiar with the types of questions asked, and found these questions no more difficult than questions they encountered in their coursework.

Principal, Teacher, and Site Testing Coordinator Reactions

School staff survey responses tell a promising story over the five-year period since the inception of the California High School Exit Examination program. A longitudinal sample of high school personnel was surveyed each spring from 2000

through 2004 to assess awareness, preparation, expectations, and impact of the CAHSEE results. Surveys in the early years relied heavily upon anticipation and expectations, but as schools gained experience with the CAHSEE the focus turned toward actual effects and action.

Detailed analyses of survey responses are presented in Chapter 4. Overall, the five years of the CAHSEE school surveys paint a picture of a maturing program. Awareness regarding the test and supporting materials such as the CDE website, remediation materials, and school coordinator support documentation and training are on the rise. Principals and teachers perceive a variety of benefits of the program, although they remain concerned about potential exacerbating effects on student retention and dropout rates. One might sum up their position as believing that the CAHSEE program is improving education for students who persevere.

Findings and Recommendations

General Findings

The main findings and recommendations stemming from Year 5 evaluation activities are presented in Chapter 5. In brief, the general findings are as follows:

General Finding 1. Student performance on the CAHSEE mathematics test improved significantly for the Class of 2006 in comparison to the Class of 2005. Performance on the ELA improved only slightly, if at all.

Passing rates on the mathematics test, after accounting for changes in the score scale, increased by about five percent in 2004. Mathematics passing rates also increased for every one of the demographic groups that we analyzed. With this increase and the impact of the new score scale, more than 70 percent of the students in the CAHSEE data files passed each part of the CAHSEE. Improvements in mathematics were related to the fact that slightly more students were taking or had taken algebra and higher-level mathematics courses (79.0% compared to 77.8%) and also that passing rates were higher for each level of mathematics courses taken. For example, the CAHSEE mathematics passing rates for students whose highest math course was Algebra I rose from 51 percent to 58 percent. These increases in passing rates indicate that either the effectiveness of the algebra and higher-level courses had improved and/or that students were better prepared by their prior coursework to benefit from high school mathematics courses.

The reason for the lack of a significant increase in performance on the ELA test is unclear. We found modest increases in the percentage of students classified as English learners (16.9% to 18.3%) and students receiving special education services (8.6% to 9.2%). It also appears that a greater proportion of 10th grade students took the CAHSEE, most likely in response to the participation requirements of federal No Child Left Behind legislation. In 2003 the number of 10th grade students taking one or both parts of the CAHSEE was 90 percent of the 2002–2003 fall 10th grade enrollment. In 2004, the corresponding percentage was up, to 94. It is reasonable to

assume that by increasing the participation rate, schools tested more students, including English learners and students receiving special education services, who were not well prepared to pass the CAHSEE.

General Finding 2. The performance of students receiving special education services on the CAHSEE remains low.

Students receiving special education services showed the smallest increase in mathematics passing rates of all demographic groups, improving by only 1 percent, from 27 percent to 28 percent. This group also showed a noticeable drop in ELA passing rates, from 32 percent to 29 percent. There continued to be very significant differences in passing rates for students receiving special education services in different ethnic categories. For ELA, only 17 percent of African American students receiving special education services and 19 percent of Hispanic students receiving special education services passed, compared to 37 percent of Asians and 47 percent of White students. For mathematics, 13 percent of African American students and 19 percent of Hispanic students receiving special education services passed, compared to 46 percent of Asians and 44 percent of White students receiving special education services.

General Finding 3. Despite predictions by principals and teachers, the current CAHSEE requirement has been accompanied by a decrease rather than an increase in dropout and retention rates.

Seventy-three percent of the principals responding to our longitudinal survey and 41 percent of the teachers responding predicted that the CAHSEE would have a negative or strongly negative impact on dropout rates (that is, the dropout rate would increase). Last year, we noted that 10th grade to 11th grade enrollment declines for the Class of 2004, the class initially affected by the CAHSEE, were only 6.8 percent compared to about 7.8 percent for each of the prior five classes. This year, the 10th to 11th grade enrollment decline for the Class of 2005 was even slightly less, 6.6 percent. In addition, 11th to 12th grade enrollment declines were only 7.7 percent for the Class of 2004 this year, compared to 8.4 percent for the Class of 2003 and well over 10 percent for each of the prior four classes. It is possible that increased remediation efforts associated with the CAHSEE requirement have contributed to a decline in dropouts, although we cannot rule out alternative explanations such as reduced employment alternatives. In any event, it is clear that the CAHSEE requirement has not led to any significant increase in dropout rates for the first two classes affected by the CAHSEE.

General Finding 4. Principals reported continued efforts to implement programs and practices to help students who are not prepared to pass the CAHSEE and to promote learning for all students.

Principals were asked about activities to help students who do not pass the CAHSEE or who are not prepared. They reported significant increases from 2002 to 2004 in full implementation of several important efforts including:

- *Work with feeder middle school* increased from 5 to 28 percent.
- *Develop parent support* rose from 0 to 11 percent.
- *Offering demanding courses from the beginning* increased from 25 to 64 percent.
- *Ensure students take demanding courses from the beginning* increased from 20 to 64 percent

Principals were also asked about actions to promote learning for all students. They reported significant increases from 2003 to 2004 in full implementation of the following:

- *Teacher access to in-service training on content standards* increased from 60 to 73 percent.
- *Teacher access to in-service training on instructional techniques* increased from 50 to 64 percent.
- *Student and parent support services* increased from 10 to 27 percent.

In addition to the above four general findings, we note two specific findings based on data from the student, teacher, or principal surveys. Many specific findings from these surveys are discussed in detail in Chapters 3 and 4. We have selected two that appear to be significant both in magnitude and in meaning.

Specific Finding 1. About 90 percent of the students tested reported that most or all of the topics on the test were covered in courses that they had taken.

Several new questions were added to the student questionnaire in 2004. These questions were designed to probe student views about how well their courses prepared them to take the CAHSEE. This information complements information about courses collected from teachers and principals in 2003 in the AB 1609 study. The first question asked whether the topics on the test were covered in courses they had taken. Only 8.5 percent of the students reported that many topics on the ELA test were not covered in courses they had taken. Only 11.4 percent reported that many topics on the mathematics test were not covered in their courses. These responses were closely related to passing rates. Of the students who responded that many topics were not covered in mathematics courses, only 50 percent passed the mathematics test compared to a 69 percent passing rate for students who said most topics were covered and 89 percent for students who said that all topics were covered.

For mathematics, reported coverage of the CAHSEE topics was also related to the level of mathematics courses taken. Of students who had taken only general math, 29.1 percent said that many topics on the CAHSEE mathematics test were not covered in their courses, compared to 16.5 percent of the students who had taken or were taking Algebra I and less than 7 percent of students taking courses beyond Algebra I (or beyond Integrated Math I).

The rate at which students report coverage of tested topics in their classes is important as one indicator of the opportunity to learn material, or the instructional validity of the CAHSEE test. Student self-report of exposure to tested topics is only a rough measure, but the high percentage of students indicating that most topics were covered in their courses is a positive indication that course instruction is aligned with the tested content standards.

Specific Finding 2. Principal estimates of parents' knowledge of the CAHSEE increased significantly in 2004.

Principal estimates of the percentage of parents who know which students had the opportunity to take the CAHSEE increased from 60 percent to 67 percent and estimates of the percentage of parents who knew when the CAHSEE was given rose from 57 percent to 79 percent. Most significantly, estimates of the percentage of parents who know what knowledge and skills are covered by the CAHSEE increased from 26 percent to 44 percent. These increases in parental awareness are important because they could play a significant role in encouraging students to take advantage of available opportunities to prepare for the CAHSEE, such as summer school offerings and remedial courses. In addition, increases in parental knowledge reflect greater general public awareness.

Recommendations

Based on the findings described above and on findings included in prior reports, HumRRO offers four general recommendations and one more specific recommendation.

General Recommendation 1. Keep the CAHSEE requirement in place for the Class of 2006 and beyond.

One of the most positive results of the CAHSEE requirement has been to help schools identify students who need additional help in acquiring essential skills and to implement programs to provide that help. Initial results for the Class of 2006 suggests that it is quite likely that, given some effort on their part, nearly all students will be able to pass the CAHSEE (with the exception of some students receiving special education services, as addressed in a later recommendation). Remediation programs put in place for the Class of 2004 resulted in passing rate increases of about 10 percent a year. Given that nearly two-thirds of the Class of 2006 has completely met the CAHSEE requirement, increases of about 10 percent per year will result in approximately the same percentage of students in the Class of 2006 being able to meet the CAHSEE requirement as currently graduate from high school.

Based on survey responses, principals, teachers, students, and parents now know a lot more about the CAHSEE and appear to believe the requirement must be met. Canceling or further deferring the requirement would likely not only reverse much of the progress that has been made in helping students master required skills,

but also would weaken or destroy the credibility of future efforts to improve instruction and student achievement.

General Recommendation 2. Continue efforts to help students prepare for and take more challenging courses.

In addition to developing new programs, simply encouraging students to take advantage of courses and programs already in place would help enormously. Results have consistently shown that students who are prepared for and take Algebra 1 and subsequent courses are very likely to pass the mathematics portion of the CAHSEE. Preparing students to take higher-level mathematics courses is a particular challenge for students receiving special education services. Many fewer of these students are currently taking Algebra I by the 10th grade.

In prior administrations, passing rates for the mathematics test were considerably lower than passing rates for the ELA test (about 50% compared to 70%). Our previous reports highlighted mathematics performance. Similarly, schools' best efforts were naturally focused on improving performance in mathematics. Now that the passing rates are essentially equal, more attention needs to be given to the effectiveness of ELA coursework and to efforts to prepare students for success in this coursework and to help students who are not initially successful in learning required skills. Note, too, that English learners who reach English proficiency have little difficulty in passing the ELA portion of the CAHSEE. Further efforts to help English learners reach proficiency will further improve ELA passing rates for this group.

General Recommendation 3. Encourage efforts to identify remedial programs that work and disseminate information about these programs to all schools.

The CDE has developed various guides and workshops to facilitate improved remediation efforts across the state. In addition, successful remediation programs developed by schools and districts could be identified (by the CDE or by the districts themselves) and shared with other schools to encourage their broader implementation. "Success" of the programs could be measured by student passing rates on the CAHSEE subsequent to completion of these programs.

General Recommendation 4. Continue to explore options for students receiving special education services.

A High School Exit Examination for Pupils With Disabilities Advisory Panel, formed in response to SB 964, is studying alternatives for helping students receiving special education services address the CAHSEE requirement (<http://www.cde.ca.gov/ta/tg/hs/sb964study.asp>). In past evaluation reports, we also called for consideration of alternatives for students receiving special education services. Given no significant improvement in passing rates for students receiving

special education services in the Class of 2006, our recommendation stands. Here are some examples of the types of ideas that might be considered:

- Set realistic expectations. Work to more clearly differentiate students who can attain the regular curriculum from those who cannot. Set alternate goals with alternate recognition of accomplishments for students who cannot manage the regular curriculum. As noted below, more study is required to identify appropriate expectations and instruction for the very different types of students qualifying for special education services.
- Allow more time. The majority of students receiving special education services may be able to meet the CAHSEE requirement, but it may take many of them longer to reach the required level of achievement. Providing regular alternatives to the usual twelve-year curriculum for these students would support development of required skills. A careful study of ways of spreading out the curriculum at different points would be preferable to simply adding one or more years at the end as makeup time.
- Investigate curricula. Collect information on the curriculum provided to different types of students receiving special education services. Information on the effectiveness of different curricula for students with specific types of disabilities could be used to improve the effectiveness of individualized educational plans (IEPs) for students receiving special education services.
- Collect accommodation information. Information should be collected on relationships of specific accommodations provided for CAHSEE (e.g., small group administration, oral presentation of instructions), accommodations specified in IEPs and provided with instruction, and performance on the CAHSEE. This information would enhance CDE's ability to counter challenges of fairness for students with specific disabilities and would support further research on the appropriateness of these accommodations in measuring the intended constructs.

Specific Recommendation 1. Work to implement a system of student identifiers and student records that provide information, including (a) CAHSEE passing status, (b) students on track to graduate with their class, (c) students who have been retained, and (d) students who have dropped out.

As the Class of 2006 nears graduation, policymakers will want to know how many students have passed the CAHSEE. Up to this point, there has not been a statewide data system that would allow us to accurately determine how many of the students who have passed the CAHSEE earlier are still in school and how many new students have come into the state who have not yet taken the CAHSEE. Comparing the number of students who passed the CAHSEE in prior years to current enrollments would not give an accurate estimate of the number of students who still need to pass the exam. Further, some students transfer from one high school to another within the state and other students do not complete sufficient

credits to advance to the next grade, thus changing the date of their expected graduation. Without statewide identifiers, it is also impossible to count these students appropriately in cumulative estimates of the CAHSEE passing rates.

The California Longitudinal Pupil Achievement Data System (CALPADS) was established in response to SB 1453 (enacted in 2002) to further comply with federal accountability requirements. Student identifiers, required to implement this data system, are being established by the California School Information Services (CSIS). If successful, this effort will enable more complete answers to policymakers' questions about the CAHSEE passing rates.

The CDE may also wish to work with districts to track students beyond high school accountability. As noted under "Questions for Further Inquiry" 2 on the next page, information, even for a modest sample of students, on the relationship of the CAHSEE scores to success in college work and in other endeavors would be very useful in reviewing the rigor of the CAHSEE requirement.

Questions for Further Inquiry

This report brings our five-year effort as the independent evaluator for the CAHSEE to a close. Because students have not yet graduated or failed to do so under the CAHSEE requirement, much remains to be learned about the longer-term effects of this program. The CDE has embedded a number of new ideas for addressing CAHSEE issues in a request for proposals (RFP) for continuing the evaluation. In concluding this report and this evaluation contract, we offer our own perspective on questions for further inquiry.

1. What are effective strategies for ensuring that students have the knowledge and skill to pass the CAHSEE?

The Request for Proposals (RFP) to continue the independent evaluation of the CAHSEE included a specific requirement to identify "effective remediation strategies for students who have difficulty in ELA and math." The 2003 study of instruction conducted in response to the AB 1609 requirement concluded that the CAHSEE requirement had led to many new classes or programs to help students having difficulty with the CAHSEE but that these programs were not yet fully effective. We also noted that the CAHSEE passing rates varied considerably by program and school. The CDE has developed guides for teachers and students to assist in preparation for the CAHSEE. A systematic review of the use and effectiveness of these guides, together with identification of additional remediation strategies that might be included in expanded guides would go a long way toward maximizing opportunities for all students to learn the material covered by the CAHSEE.

2. Is the CAHSEE requirement sufficiently rigorous?

As independent evaluators, we feel that the current CAHSEE requirement reflects a delicate balance between what students need to know and be able to do and what is currently reasonable to expect them to achieve. Other groups have called for significantly more rigorous graduation requirements (e.g., Achieve Inc.

2004). Kirst (2003) has pointed to the high proportion of college enrollees who must take remedial coursework as evidence that many high school graduates do not yet have expected levels of knowledge and skill.

It would be very useful to have data relating the CAHSEE scores to subsequent success in college and in other post-high-school activities, and perhaps to other predictors of college performance, such as SAT scores. Longitudinal data on the CAHSEE examinees would provide empirical information that could be quite useful in deciding how and when/whether to adjust the CAHSEE passing levels.

3. What options might be provided for students receiving special education services?

As noted above, we believe that further consideration of options for students receiving special education services is needed. New research and new syntheses of existing research would support identification and consideration of these options. Most commonly, the population of students receiving special education services is treated as a single group in research studies. In fact, these students are a collection of students with diverse physical and mental challenges that they must overcome. Research identifying appropriate and effective programs and accommodations for students with different types of challenges is essential to the identification of options for helping these students meet the CAHSEE requirement.

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CHAPTER 1: INTRODUCTION

The California High School Exit Examination

The California legislation that established the requirement that students pass a graduation exam in mathematics and English-language arts (ELA) beginning with the Class of 2004 (established by Senate Bill (SB)-2X, passed in 1999 and written into the California Education Code as Chapter 8, Sections 60850-60856) was further modified in 2002 through the passage of Assembly Bill (AB) 1609. The revised legislation gave the State Board of Education (the Board) authority to postpone the CAHSEE requirement, based in part on the results of a study of the extent to which both test development and standards-based instruction met standards for this type of examination (Wise et al., 2003a). In July 2003, after the completion of the 2002–03 CAHSEE testing, the Board voted to defer the CAHSEE requirement until 2006.

The original legislation that mandated the requirements for the graduation exam also specified an independent evaluation of the CAHSEE. The California Department of Education (CDE) awarded a contract for this evaluation to the Human Resources Research Organization (HumRRO). HumRRO's efforts have focused on analyses of data from tryouts of test questions and from the annual administrations of the CAHSEE, and report on trends in pupil performance and retention, graduation, dropout, and college attendance rates. The legislation also specified that evaluation reporting would include recommendations for improving the quality, fairness, validity, and reliability of the examination. The legislation required an initial evaluation report in June 2000 and biennial reports to the Governor, the Legislature, the Board, and the CDE in February 2002 and February 2004.

In addition to the legislatively required evaluation reports, the contract for the evaluation required an annual report of evaluation activities. The present report meets the contract requirement for a report of activities and findings during the fifth year of the evaluation. This report adds to results and recommendations included in prior evaluation reports (Wise, Hoffman, & Harris, 2000; Wise, Harris, Sipes, Hoffman, & Ford, 2000a; Wise, Sipes, George, Ford, & Harris, 2001; Wise et al., 2002b; Wise et al., 2003; Wise et al., 2004). Findings and recommendations from the prior reports are summarized briefly in the next sections to provide a context for the continuing evaluation activities.

Prior Evaluation Activities and Outcomes

Summary of Year 1 Activities (June 2000)

The Year 1 evaluation report reviewed and analyzed three types of information:

Test Developer Plans and Reports. No formal reports were available during the first year; thus, we attended meetings and listened to presentations by the development contractor, American Institutes for Research (AIR), and by the CDE. We also monitored various presentations to the High School Exit

Examination (HSEE) Panel and to the Board and had direct conversations with members of each of these groups.

Statewide Data Sources. An initial source of information for our evaluation was data from the CAHSEE pilot administration. We also examined 1999 Standardized Testing and Reporting (STAR; for details see <http://www.cde.ca.gov/ta/tg/sr/index.asp>) results with plans to monitor trends in STAR results over the course of the evaluation.

District and School Sample. We selected a representative sample of 24 districts and approximately 90 of their high schools to establish a longitudinal group for study. The baseline surveys, which were administered to principals and English-language arts and mathematics teachers, provided an initial look at schools' perspectives of the impact of CAHSEE on their programs. We also recruited teachers and curriculum experts from these schools and their districts to review test items and tell us if they covered knowledge and skills that not all students would be taught in their current curriculum.

The following summarizes the specific recommendations made at the end of the Year 1 evaluation activities.

Recommendation 1. The Legislature and Governor should give serious consideration to postponing full implementation of the CAHSEE requirement by 1 or 2 years.

Recommendation 2. The CDE should develop and seek comment on a more detailed timeline for CAHSEE implementation activities. This timeline should show responsibility for each required task and responsibility for oversight of the performance of each task. The plan should show key points at which decisions by the Board or others would be required along with separate paths for alternative decisions made at each of these points.

Recommendation 3. The CDE and the Board should work with districts to identify resource requirements associated with CAHSEE implementation. The Legislature must be ready to continue to fund activities to support the preparation of students to meet the ambitious challenges embodied in the CAHSEE.

Recommendation 4. The Board should adopt a clear statement of its intentions in setting CAHSEE content and performance standards. This statement should describe the extent to which these standards are targeted to ensure minimum achievement relative to current levels or to significantly advance overall expectations for student achievement.

Recommendation 5. The Board should exhibit moderation in selecting content standards and setting performance standards for the initial implementation of CAHSEE. Subsequently, standards should be expanded or increased based on evidence of improved instruction.

Recommendation 6. Members of the HSEE Panel and its Technical Advisory Committee should participate in developing recommendations for minimum performance standards.

Recommendation 7. The CDE should move swiftly to establish an independent Technical Issues Committee (TIC) to recommend approval or changes to the CAHSEE development contractor's plans for item screening, form assembly, form equating, scoring, and reporting.

Complete details of the Year 1 effort, including selection procedures for the longitudinal sample, are presented in a primary and a supplemental report describing evaluation activities, findings, and recommendations (Wise et al., June 2000a; Wise et al., August 2000b). These two evaluation reports emphasize both the positive aspects of the results, as indicated by several measures of the quality of the test questions, and the amount of work remaining to be done before operational administration of the CAHSEE. The primary apprehension noted in these reports was educators' concern that at that time, students were not well prepared to pass the exam.

District Baseline Survey Resulting from Year 1 Activities (December 2000)

The results of the baseline survey of teachers and principals in the longitudinal sample of high schools indicated concern with the degree to which students were being provided sufficient opportunities to learn the material covered by the CAHSEE. After reviewing these concerns, the Board and the CDE requested an additional survey of all public high school and unified districts in California. HumRRO developed and sent out the CAHSEE District Baseline Survey shortly after the Board adopted specifications for the CAHSEE, which was required prior to October 1, 2000. The survey covered plans for changes in curriculum and other programs to help students pass the examination. We asked that each district have the survey completed by an Assistant Superintendent or Director of Curriculum and Instruction, or the individual at the district level who was most knowledgeable about the CAHSEE.

The survey, which built on and benefited from the results of the longitudinal sample survey, addressed five critical topics:

1. *Awareness* of the CAHSEE, its content, administration plans, and requirements for student participation.
2. *Alignment* of the district's curriculum to statewide content standards, particularly those to be covered by the CAHSEE.
3. *Plans and Preparation* for increasing opportunities for all students to learn the material covered by the CAHSEE and to help students who do not initially pass the examination.
4. *Expectations* for passing rates and for the effect of the CAHSEE on instruction and the status of specific programs offered in the district.

5. *Outcome baselines*, including retention and graduation rates and students' post-graduation plans.

The following general conclusions were drawn from results of the district survey:

1. *General awareness* of the CAHSEE was high, but more information was needed, particularly for students and parents, about (a) the knowledge and skills covered by the CAHSEE and (b) plans for administration and reporting.
2. *Districts reported high degrees of alignment* of their own content standards to the state content standards. The survey addressed this question at a general level; we concluded more work was needed to assess and document the degree to which each district's curriculum covered the content standards tested by the CAHSEE and the degree of student access to courses that offered such coverage.
3. *Districts had implemented or planned a number of programs* to prepare students and teachers for the CAHSEE and to assist students who did not initially pass. The most frequently planned activities included more summer school, tutoring, and matching student needs to specific courses.
4. *Districts believed the CAHSEE would have a positive impact* on curriculum and instruction. Most expected at least half of their students to pass the CAHSEE on their first attempt.
5. *Outcome baselines* would be used in future years.

Complete details of the district-wide survey effort were presented in a final technical report describing evaluation activities, findings, and recommendations (Sipes, Harris, Wise, & Gribben, 2001).

Summary of Year 2 Activities (June 2001)

The Year 2 evaluation reviewed and analyzed three types of information:

Developer Plans and Reports. We continued to monitor test development activities, ranging from observation of and presentations to the HSEE Panel to observation of the standard-setting workshops to develop recommendations for minimum passing scores for each of the two portions of the CAHSEE test: mathematics and ELA. We reviewed and participated in numerous discussions concerning the equating of alternate forms, the score scale used, and the minimum passing levels.

Analysis of Field-Test and Operational CAHSEE Data. We analyzed results from a second field test of new CAHSEE questions, conducted in Fall 2000, and began analyses from the operational administrations of CAHSEE in March and May of 2001. Initial analyses of technical characteristics of the test form used in the March administration and the resulting passing rates were described in our Year 2 Evaluation Report (Wise et al., June 2001).

Longitudinal Surveys of District and School Sample Personnel. The representative sample of 24 districts and approximately 90 of their high schools required replacement of one district with three schools. The surveys, which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, testing coordinators were surveyed to identify issues with the administration of the CAHSEE.

The following summarizes the two general and six specific recommendations made in our report of the Year 2 evaluation activities.

Recommendation 1. Stay the course. The Legislature and Board should continue to require students in the Class of 2004 to pass the exam, but monitor schools' progress in helping most or all of their students to master the required standards.

Recommendation 2. The Legislature and Board should continue to consider options for students with disabilities and English learners.

Recommendation 3. Provide more technical oversight for the continued development and administration of the CAHSEE.

Recommendation 4. For future classes, delay testing until the 10th grade.

Recommendation 5. Construct a practice test of released CAHSEE items for districts and schools to administer to 9th graders to identify students at risk of failing the CAHSEE.

Recommendation 6. Monitor test administration more extensively and develop a system for identifying and resolving issues.

Recommendation 7. Develop and implement a more comprehensive statewide information system that will allow the CDE to monitor individual student progress.

Recommendation 8. The Superintendent, the Board, and Legislature should specify in more detail the treatment of students in special circumstances (e.g., students with disabilities and English learners) under CAHSEE requirements.

Complete details of the Year 2 effort were presented in the annual evaluation report and first biennial report describing evaluation activities, findings, and recommendations (Wise et al., June 2001; Wise et al., January 2002a). These two reports described results of the first administration of the CAHSEE to 9th graders in the Class of 2004. The reports also described preparation for and reactions to the CAHSEE as reported by principals and teachers. A key concern described in these reports was the relatively low passing rate for the mathematics portion of the exam, particularly for students with disabilities and English learners.

Summary of Year 3 Activities (June 2002)

The first biennial report of the CAHSEE evaluation was released in February 2002 (Wise et al., January 2002a). This report supplemented information on the 2002 administrations from the Year 2 report and included specific recommendations to the Legislature, Governor, and the Board. These were:

General Recommendation 1. Stay the course. The Legislature and the Board should continue to require students in the Class of 2004 to pass the exam, but monitor schools' progress in helping most or all of their students to master the required standards.

General Recommendation 2. The Legislature and the Board should continue to consider options for students with disabilities and for English learners.

The first biennial report also included several more specific recommendations to:

- Provide more technical oversight.
- Delay testing of future classes until the 10th grade.
- Construct a practice test of released CAHSEE items for districts and schools to administer to 9th graders to identify students at risk of failing the CAHSEE.
- Monitor test administration more extensively and develop a system for identifying and resolving issues.
- Develop a more comprehensive information system that will allow the state to monitor individual student progress.
- Specify (the Superintendent, the Board, and Legislature working in concert) in more detail how students in special circumstances will be treated by the CAHSEE requirements.

Other Year 3 evaluation activities involved reviewing and analyzing four types of information:

Test Developer Plans and Reports. We continued to monitor test development activities and reports. These included changes to test administration procedures, equating alternate forms, and changes to reporting procedures.

Independent review of test questions. We assembled two panels of experts in curriculum and instruction, most of whom taught either ELA or mathematics, and asked them to review and analyze questions from recent CAHSEE administrations as well as questions from the (then) new test development contractor that had not yet been used operationally. Ratings indicated the extent to which the questions fairly and completely assessed targeted content standards. In addition, we asked the reviewers to note any specific issues with the quality of the questions or the response options.

Operational CAHSEE Data. We analyzed results from the operational administration of CAHSEE to 10th graders in March of 2002. We presented our initial analyses of technical characteristics of the test form used in the March administration and the resulting passing rates in our Year 3 Evaluation Report (Wise et al., June 2002b).

Longitudinal Surveys of District and School Sample Personnel. The representative sample of 24 districts and approximately 90 of their high schools required replacement of two districts (the original districts dropped out). The surveys, which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, we surveyed testing coordinators to identify issues with the administration of the CAHSEE.

The Year 3 report of evaluation activities summarized findings from the data that we analyzed (Wise, et al., June, 2002b). We reported that available evidence suggested that the CAHSEE had not yet had any impact on retention, dropout rates, or expectations for graduation and post-high-school plans. Progress in developing the exam continued to be noteworthy. We found no significant problems with the development, administration, or scoring of the March 2002 exam. Students had made significant progress in mastering the required ELA skills, but less progress in mathematics. For disadvantaged students, initial passing rates continued to be low and progress for repeat test-takers was limited. Teachers and principals remained positive about the CAHSEE's impact on instruction. We found that more of them now expected positive impact on student motivation and parental involvement. Finally, teachers and principals reported planning and/or implementing a number of constructive programs for helping students master the skills covered by the CAHSEE.

Based on these findings, we offered the following two general and four more specific recommendations:

General Recommendation 1. Schools needed to focus attention on effective ways of helping students master the required skills in mathematics. The CDE might consider a "what works" effort with respect to remedial programs, and disseminating information about effective programs and practices.

General Recommendation 2. State policymakers needed to engage in a discussion about reasonable options for those students with disabilities who were unlikely to pass the test.

Specific Recommendation 1. The score scale needed to be changed for students scoring below 300 (chance levels). As a short-term solution we recommended simply recoding scores below 300 to 299. Teachers, students, and parents would need to be cautioned against interpreting differences below the 300 level. (Our analysis indicated that the CAHSEE tests are acceptably accurate in determining whether students meet the achievement requirements. However, CAHSEE scores do not provide meaningful distinctions for students scoring below chance levels (about 300 on the current score scale). The recommendation refers to a potential danger that students, parents, and teachers could incorrectly interpret a gain below the 300 level as an indicator of significant progress when it is not)

Specific Recommendation 2. Districts and schools should be asked to supply more complete information on who had taken, was taking, and still needed to take the CAHSEE.

Specific Recommendation 3. The CDE should work with schools to collect more information on documentation of student needs for accommodations or modifications.

Specific Recommendation 4. Educational Testing Service (ETS) should follow up on (a) specific test question issues identified in our item review workshops and (b) specific suggestions for improving their new scoring process from our review of their current online training.

Summary of Year 4 Activities (September 2003)

The Year 4 evaluation activities included reviewing and analyzing three types of information:

Test Developer Plans and Reports. We continued to monitor test development activities and reports. These included changes to test administration procedures, equating alternate forms, and changes to reporting procedures.

Operational CAHSEE Data. We analyzed results from the six operational administrations of CAHSEE from July 2002 through May 2003. These included continued administration to 11th graders in the Class of 2004 who had not yet passed one or both parts of the CAHSEE and a census administration to 10th graders in the Class of 2005.

Longitudinal Surveys of District and School Sample Personnel. The representative sample of 24 districts and approximately 90 of their high schools required replacement of one district with three schools. The surveys, which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, testing coordinators were surveyed for the second year to identify issues with the administration of the CAHSEE.

The Year 4 report (Wise et al., September 2003b) of evaluation activities summarized findings from the data that were analyzed. The report stated that available evidence indicated that the CAHSEE had not led to an increase in dropout rates. Passing rates for students in the Class of 2005 were slightly lower than passing rates for students in the Class of 2004. Yet in comparison with Class of 2004 students when they were in the 10th grade, more students in the Class of 2005 believed that the CAHSEE was important to them. Schools were continuing efforts to ensure that the California academic content standards were covered in instruction and to provide support for students who needed additional help in mastering these standards. Professional development in the teaching of the content standards had not yet been extensive. Teacher and principal expectations for the impact of CAHSEE on students was largely unchanged from prior years. There were no significant problems with local understanding of test administration procedures, but some issues remained with the provision of student data and the assignment of testing accommodations.

Subsequent to the 2003 administrations, the Board deferred implementation of the CAHSEE requirement to the Class of 2006. Based on information summarized in our general findings, we offered four recommendations for future administration of the CAHSEE:

Recommendation 1. Restarting the exam with the Class of 2006 would provide some opportunities for improvement; however, careful consideration should be given to any changes that were implemented.

Recommendation 2. The California Department of Education and the State Board of Education should continue to monitor and encourage efforts by districts and schools to implement effective standards-based instruction.

Recommendation 3. Professional development for teachers offered a significant opportunity for improvement.

Recommendation 4. Further consideration of the CAHSEE requirements for students receiving special education services was needed, in light of the low passing rates for this group. Apparent disparities between racial and ethnic groups within the special education population required further investigation.

Year 4 evaluation activities also included a special study of standards-based instruction, specified under AB 1609 legislation, which included several changes to the CAHSEE. Among other things, this bill called for a special study of the extent to which the development of the CAHSEE and standards-based instruction met the requirements for a high school graduation test. Evaluation activities were expanded to meet the requirements for this study. A detailed description of the study, along with findings and recommendations, were included in a report to the Board issued May 1 (Wise et al., May 2003a) and are not repeated in the present report. Key findings from the study were:

Finding 1. The development of the CAHSEE met all of the test standards for use as a graduation requirement.

Finding 2. The CAHSEE requirement had been a major factor leading to dramatically increased coverage of the California academic content standards at both the high school and middle school level and to development or improvement of courses providing help for students who have difficulty mastering these standards.

Finding 3. Available evidence indicated that many courses of initial instruction and remedial courses had only limited effectiveness in helping students master the required standards.

Finding 4. Lack of prerequisite skills may have prevented many students from receiving the benefits of courses that provided instruction in relevant content standards. Lack of student motivation and lack of strong parental support may have played a contributing role in limiting the effectiveness of these courses.

Finding 5. Many factors suggested that the effectiveness of standards-based instruction would improve for each succeeding class after the Class of 2004, but the speed with which passing rates will improve remained unknown.

The report did not offer a specific recommendation on whether the CAHSEE requirement should be deferred. The report suggested the Board consider the issue in terms of the following tradeoffs:

1. Schools losing motivation for continued attention to students not achieving critical skills if the requirement were deferred; and
2. Educators becoming distracted by debates and legal actions concerning the adequacy of current instruction if the requirement were continued.

Balancing these tradeoffs required that the Board make a policy decision. The report offered several specific suggestions for consideration if the requirement were continued and other suggestions in the case that the requirement would be deferred. Ultimately, the Board decided to defer the requirement until the Class of 2006. Please see the California Department of Education website [<http://www.cde.ca.gov/ta/tg/hs/evaluations.asp>] for further details on this special study.

The second biennial report of the CAHSEE evaluation was issued in February 2004 (Wise et al., February 2004). This report summarized evaluation activities and findings since the first biennial report (Wise et al., January 2002a). The report included information on the 2002 and 2003 administrations and the AB 1609 study and included specific recommendations to the Legislature, the Governor, and the Board as presented in the Summary of Year 4 Activities above.

Summary of Year 5 Evaluation Activities

Review of Test Developer Plans and Reports. We continued to monitor test development activities and reports. These included changes to test administration procedures, equating alternate forms, and changes to reporting procedures.

Analysis of Operational CAHSEE Data. We analyzed results from the three operational administrations of CAHSEE in February, March, and May of 2004. These were the first administrations to students in the Class of 2006, the first class now required to pass the CAHSEE for high school graduation.

Longitudinal Surveys of District and School Sample Personnel. We began in 2000 with a representative sample of 24 districts and approximately 90 of their high schools. The number varied slightly from year to year as districts and or schools declined to participate for the year or dropped out completely and were replaced. The 2004 sample included 26 districts (a result of contacting two districts in 2003 as replacements and one declining district agreeing to participate) and 86 schools that did not require any replacements. The surveys,

which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, testing coordinators were surveyed for the third year to identify issues with the administration of the CAHSEE.

Organization and Contents of Year 5 Evaluation Report

The Year 5 Evaluation Report covers activities performed in the independent evaluation through September 30, 2004.

Chapters 2–4 of the current report describe activities conducted during Year 5 and present the results of these activities. The final chapter describes the main findings from these results and our recommendations based on them. The Year 5 Report satisfies a contractual requirement to report on evaluation activities each year. Results from our activities have led to several recommendations that respond to the evaluation requirement for suggestions to improve the quality and effectiveness of the exam and its use.

Chapter 2 presents analyses of the 2003–04 CAHSEE administrations. The analyses show 10th grade passing rates for different demographic groups in the Class of 2006 in comparison to last year's passing rates for the Class of 2005. The comparisons show the impact of changes to test specifications and true gains in student achievement.

Chapter 3 presents responses to the student questionnaire administered at the end of each testing session. The questions focus on the students' preparation, reactions to the test, and plans. The analysis includes changes in expectations for graduation and post-high-school plans for students who completed questionnaires in February, March, and May of 2004.

Chapter 4 describes results from the fifth spring survey of teachers and principals participating in the longitudinal study sample and the third year for testing coordinators at the sampled schools. HumRRO continued to organize the evaluation information into five critical areas:

- **Awareness** of and familiarity with the CAHSEE
- **Alignment** of the districts' curricula to state/CAHSEE content standards
- **Planning and preparation** for the CAHSEE
- **Expectations** of impact on instruction, passing rates, and consequences of the CAHSEE
- **Potential effect on** dropout and graduation rates and college attendance

Observations by test site coordinators on the administration and scoring processes are included.

[Chapter 5](#) presents our Findings and Recommendations based on the existing state of data analyses and results.

CHAPTER 2: RESULTS FROM THE 2004 CAHSEE ADMINISTRATIONS

Introduction

The legislation establishing the CAHSEE called for the first operational forms of the exam to be administered in spring 2001 to 9th graders in the Class of 2004. At the first administration 9th graders could volunteer, but were not required, to take both portions of the exam. Students who did not pass the exam in that administration were required to take the exam as 10th graders in spring 2002. Preliminary results from the CAHSEE spring 2001 and 2002 administrations were reported in the Year 2 and Year 3 evaluation reports (Wise et al., June 2001; Wise et al., June 2002b). Results from the 2001 administration were reported more fully in the first of the biennial evaluation reports to the Legislature, Governor, Board, and the CDE (Wise et al., Jan. 2002a).

The CAHSEE was administered six more times from July 2002 through May 2003 to students in the Class of 2004 who had not yet passed one or both parts. In addition, students from the Class of 2005 were required to take the CAHSEE for the first time as 10th graders in March or May of 2003. Analyses of results from these administrations were reported in the Year 4 evaluation report (Wise, et al., Sep. 2003) and in the second biennial evaluation report (Wise et al., 2004). All of these reports are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/evaluations.asp>.

The 2004 administrations analyzed for this report were less complicated than in prior years. With the exception of a small number of adult education students, only a single cohort, 10th graders from the Class of 2006, was tested. Students from the classes of 2004 and 2005 were no longer required to pass the CAHSEE and so were not further tested. This was the second time that an entire cohort of students was tested. In 2003, 10th grade students in the Class of 2005 were required to take the CAHSEE. Our analyses provide comparisons of the 2004 results for the Class of 2006 to the 2003 results for the Class of 2005.

Another important feature of the 2004 administrations is that the score scale was reset to reflect changes to the test specifications. The Board adopted revised test blueprints for use beginning with the Class of 2006. The changes included shortening the ELA test to allow it to be administered in a single day and minor reductions in item frequencies for some of the more advanced standards in mathematics. In addition, efforts were made to develop test questions that assessed mastery of targeted standards in less complicated ways and the requirement to match item difficulties to the initial CAHSEE form (March 2001) was eliminated. Students scored slightly lower on the new ELA scale and somewhat higher on the new Mathematics scale. Differences in passing rates due to the score scale changes are accounted for to provide best estimates of increases in student performance from 2003 to 2004.

Who Tested?

Tables 2.1 and 2.2 show the number of students participating in each of the three CAHSEE administrations during the 2003–04 school year. Separate counts are shown for students taking the regular administration of the test, those taking it with accommodations, and with modifications. Additionally, some students' scores were flagged as incomplete on the file that we received from ETS. Counts also are shown separately by the grade level reported for each student. A small number of adult education students took the CAHSEE during 2004. These students were eliminated from further analyses, which focused on the 10th graders.

Note that, unlike in prior years, the CDE did not collect detailed information on specific accommodations provided. Administrators indicated whether the student received an accommodation consistent with their IEP, a 504 plan, or, for EL students, in accordance with the way they normally received instruction. Administrators also indicated whether the student received a special version of the CAHSEE (Braille, Large Print, or Audio CD). Information on other accommodations, such as small-group administration or reading directions in languages other than English, was not recorded. Administrators also indicated whether students received a test modification that would invalidate their scores. Information about specific modifications was the same as in prior years.

In all, 468,443 answer documents were processed for 10th graders in the Class of 2005. Another 1,299 answer documents were processed for students in adult education or other unspecified grades. Many students participated in more than one administration so the number of students tested was fewer than the number of answer documents processed. In some cases, students were unable to take both parts during the normal administration, due to absence or other reason, and made up the missing part at a subsequent testing session. In other cases, students who did not pass one or both parts of the exam in February or March retook that portion of the test in May. Matching students across administrations is difficult due to minor differences in how names or school-supplied identifiers were coded. Checking potential matches was particularly difficult this year, as birth date information, important for confirming matches, was missing for about two-thirds of the students in the February and March administrations. Nonetheless, we did match over 9,000 records across different administrations to provide better estimates of the total number of different students participating in the 2004 CAHSEE assessment and to provide more accurate estimates of the number of students passing both parts of the examination.

Overall, passing rates were about 70 percent in the February and March administrations and somewhat lower in May. Many of the students taking the CAHSEE in May had not passed one or both parts of the CAHSEE in the February or March administrations and so were less likely to be high scoring. Adult education students passed at lower rates, around 50 percent. Students whose grade could not be determined passed at even lower rates.

TABLE 2.1. Number of Students Taking the CAHSEE ELA Test in 2003–04 by Administration Type and Date

Administration Type	Statistic	Administration Date:			Total
		Feb. 04	Mar. 04	May 04	
<i>10th Graders Students</i>					
Regular	N	141,917	281,839	11,645	435,401
	% Pass	75.2%	77.6%	50.4%	76.1%
Accommodation	N	4,420	8,631	321	13,372
	% Pass	22.3%	25.1%	5.6%	23.7%
Modification	N	1,145	1,739	97	2,981
	% > 349	17.3%	18.3%	10.3%	17.7%
Not Tested	N	4,694	7,689	4,306	16,689
TOTAL	N	152,176	299,898	16,369	468,443
	% Pass	70.7%	73.7%	36.0%	71.4%
<i>Other Grades/Adult Education</i>					
Regular	N	135	898	87	1120
	% Pass	45.9%	49.4%	43.7%	48.6%
Accommodation	N	0	11	0	11
	% Pass		9.1%		9.1%
Modification	N	0	0	0	0
	% > 349				
Not Tested	N	16	131	21	168
TOTAL	N	151	1040	108	1,299
	% Pass	41.1%	42.8%	35.2%	42.0%

In the analyses that follow, we matched duplicate records across administrations. This was done in two passes. First, records indicating the same school and first and last name were checked. Such cases were accepted as matches if the middle initial did not differ, the birth day did not differ (or was missing), and if there were not one or more other students in the school with the same last and first name. In a second pass, records not yet paired up were matched on school code and school-supplied student identifier. Visual inspection indicated that, in all cases, the names on the records matched were essentially the same except for minor variations usually in the first name.

TABLE 2.2. Number of Students Taking the CAHSEE Mathematics Test in 2003–04 by Administration Type and Date

Administration Type	Statistic	Administration Date:			Total
		Feb. 04	Mar. 04	May 04	
<i>10th Grade Students</i>					
Regular	N	142,410	282,205	11,054	435,669
	% Pass	72.6%	76.9%	46.3%	74.7%
Accommodation	N	3,171	6,182	234	9,587
	% Pass	26.9%	30.6%	15.4%	29.0%
Modification	N	2,419	4,105	146	6,670
	% > 349	21.8%	22.4%	17.8%	22.1%
Not Tested	N	4,176	7,406	4,935	16,517
TOTAL	N	152,176	299,898	16,369	468,443
	% Pass	68.5%	73.0%	31.5%	70.1%
<i>Other Grades/Adult Education</i>					
Regular	N	125	859	90	1,074
	% Pass	36.8%	44.9%	35.6%	43.2%
Accommodation*	N	0	8	0	8
	% Pass		50.0%		50.0%
Modification	N	0	6	0	6
	% > 349		0.0%		0.0%
Not Tested	N	26	167	18	211
TOTAL	N	151	1,040	108	1,299
	% Pass	30.5%	37.5%	29.6%	36.0%

Analysis of the Test Score Data

A number of potential issues with the data on test scores were addressed before we analyzed the results. First, we took steps to match records for students who participated in more than one testing session. We wanted to remove duplication in counts of the total number of students tested and to be able to estimate the number of students who passed both parts of the CAHSEE. Second, we looked at changes in the score scale for ELA and for mathematics, and then estimated what the 2003 10th grade passing rates, overall and by subgroups, would have been if the new score scale were used. Third, we reviewed ETS’s analyses of score accuracy and specifically looked at the consistency with which the student essays were scored.

Matching Student Records from Different Administrations

In response to data analysis requirements in the 2001 federal No Child Left Behind (NCLB) Act, the state legislature passed SB1453 requiring the establishment of student identifiers for all California public or charter school students. When the statewide student identifiers called for by SB1453 are fully implemented by the California School Information Services (CSIS), matching records for students participating in different test administrations will be “relatively” easy (CSIS, 2004). Unfortunately CSIS student identifiers were not widely used with the 2004 CAHSEE

administrations. For 2004, we had to match records on school identifiers and student names or, in some cases, on identifiers supplied by schools on a voluntary basis. As usual, there were numerous cases in which student names were not coded consistently across different administrations. Checking potential matches was further hampered by the fact that the birth dates were missing for about two-thirds of the February and March examinees on the files supplied by ETS.

We proceeded to match records in two phases. In the first phase, records from the March administration were matched to records from the February administration and records from the May administration were matched to records from both the February and March administration by school code and last and first name. We first eliminated cases where more than one student in a school had the same last and first name to eliminate ambiguities in potential matches. For the matches we did find, we looked for consistency in school-supplied identifiers, middle initial, and birthday. Potential matches were eliminated if there were positive conflicts (not just missing data) in any of these variables.

Next, we sorted the records within each school by school-supplied identifiers. We dropped records for which no identifier was supplied. We matched records from different administrations on school and student identifier. We eliminated the matches found in the first phase and printed out all cases where the matching records had different first or last names. In all cases, the names were clearly the same.

Table 2.3 shows the number of records matched from each of these steps. We further distinguished cases where students took different tests in different administrations (makeup cases) from cases where students appeared to have taken the same test more than once (retest cases). In all, 7,864 makeup records and 1,833 retest records were matched across administrations. While we are highly confident that virtually all of the cases identified were valid matches, we are also sure that we did not find all instances where students had records for more than one administration. We missed instances where names were not coded consistently and student identifiers were missing or inconsistently coded. The relatively small number of matches found in Phase 2 suggests that name inconsistencies are not that common so that further effort to match records would not have produced substantially different results.

TABLE 2.3. Records Matched from Different Administrations

Administrations	Matches			Type of Match	
	Phase 1	Phase 2	Total	Makeup	Retest
Mar.–Feb.	2,194	168	2,362	2,138	224
May–Feb.	1,748	81	1,829	1,635	194
May–Mar.	4,986	199	5,185	4,286	899
Total	8,928	448	9,376	8,059	1,317

Computing Passing Rates

A key issue in computing and reporting passing rates for the CAHSEE is what to use as the denominator. The two main choices are the number of students who took

each test and the number of students subject to the CAHSEE requirement. In this report, as in our prior reports, we have opted for the latter, reporting the proportion of all students in the target populations who have passed. However, the number of students in the target populations fluctuates with daily enrollment changes. Table 2.4 compares fall enrollment counts (reported by DataQuest), enrollment counts from the STAR testing which occurred closer in time to the CAHSEE testing dates, and record counts from the CAHSEE. The CAHSEE is now also being used for 10th grade accountability under NCLB requirements. Essentially all students must be tested to meet NCLB participation requirements, so the CAHSEE counts appear to be reasonably complete. Total CAHSEE record counts were used in computing passing rates for this report. STAR reports include the number of students tested in different demographic groups, but do not include separate enrollment counts for these groups. The CAHSEE data provide for consistent counts for each demographic group of interest. Comparative passing rates from the 2003 CAHSEE administrations for the Class of 2003 were recomputed using the same approach. Note that the CAHSEE record counts used here were based on matching records across administrations to avoid counting students more than once. This step requires access to student identifiers. The counts reported here thus provide new information not available to the CDE, since student identifiers are not included on CDE files.

TABLE 2.4. 10th Grade Enrollment Estimates from DataQuest, STAR, and CAHSEE

Source	2002-03 10 th Grade Counts	2003-04 10 th Grade Counts
Fall Enrollment (Data Quest)	471,648	490,214
STAR Reported Enrollment	457,181	475,181
STAR Students Tested	427,454	452,217
CAHSEE Student Counts*	425,066	459,138
CAHSEE Students Taking the ELA Test	402,594	450,255
CAHSEE Students Taking the Math Test	414,903	450,928
CAHSEE Students Taking Both Tests	392,431	442,047

* CAHSEE record counts, after merges to remove duplication, were used in computing passing rates.

New Score Scale

In constructing the initial CAHSEE form, administered in March 2001, test items were selected from a pool of questions that had been tried out in initial field tests. The selection of these items was guided by test blueprints specifying the number of questions to be included for each of the target content standards. In selecting test items for subsequent forms of the CAHSEE, attempts were made to match the average difficulty of the questions in the initial form as well as to match the required targets for each content standard. When the Board deferred the CAHSEE requirement to the Class of 2006, it also made minor changes to the test blueprints. The ELA test was shortened, dropping one of the two essay questions, to allow for

administration in a single day. The blueprint for the mathematics test was changed slightly, reducing the number of questions required for more advanced algebra topics.

Trial forms of the ELA and mathematics tests were constructed following the revised blueprints and used in standard setting workshops. In constructing these trial forms, no attempt was made to match the item difficulties in the original CAHSEE form. In fact, in mathematics, the questions included in the trial form were somewhat easier than the questions used in the initial CAHSEE test form. This shift in difficulty reflected changes in the pool of available questions and also improved the accuracy of scores for students at or below the passing level, where accurate information was most important.

The Board decided to keep the percent of correct answers required for passing at the same level set for the March 2001 CAHSEE form: 55 percent for the mathematics test and 60 percent of possible score points for the ELA test. ETS adjusted the reporting scale so that the minimum passing score would still be at 350 (technically 349.5) under the revised test specifications. Passing rates, in terms of percent correct, have varied slightly as a function of small differences in overall test difficulty. In addition, each scale was stretched or compacted slightly so that the minimum score for proficiency as used with NCLB would be 380 (previously the minimum score for proficiency was 387 for ELA and 373 for Mathematics). The top of the new scale was truncated at a maximum score of 450 as before, but the lower end of the scale was truncated at 275 rather than 250. Note that the expected score from random guessing on the new scales is about 290 for ELA and 305 for mathematics. (See Tables 2.5 and 2.6 below.)

In order to compare results from the 2003 and 2004 administrations, we needed to put scores from these two administrations on the same scale. We developed a conversion from the old scale to the new scale based on the underlying item response theory (IRT) scale, which has been held constant. This scale, which measures both item difficulty and examinee ability, was set so that item difficulties from the first field test had a mean of zero and a standard deviation of 1. AIR, the original test development contractor, referred to the underlying IRT scale as a logit scale, consistent with terminology used for the Rasch (1-parameter) IRT model. In the technical report for the 2001 administration (Smith et al., 2002, page M-3), the logit to scale conversion equations defined the standard score (SS) scale as:

$$\begin{aligned}\text{Old Math SS} &= 34.4828 * \text{logit} + 342.7586 \\ \text{Old ELA SS} &= 37.0370 * \text{logit} + 334.0741\end{aligned}$$

When ETS took over development and administration of the CAHSEE, they maintained this same scale, although they referred to it as a *theta* scale (terminology used with a wider range of IRT models). In ETS's March 15, 2004 memo (Way, 2004) on equating, the *theta* to scale score conversions are given as:

$$\begin{aligned}\text{New Math SS} &= 32.2900 * \text{theta} + 352.2119 \\ \text{New ELA SS} &= 33.7230 * \text{theta} + 332.1605\end{aligned}$$

Since theta and logit are the same scale, a little algebra yields the result that:

$$\text{New Math SS} = .9364 * \text{Old Math SS} + 31.2528$$

$$\text{New ELA SS} = .9105 * \text{Old ELA SS} + 27.9787$$

The result of the changes in test specifications was that slightly fewer students would have passed the ELA test this year and somewhat more students would have passed the mathematics test. Complete comparisons are provided later in this chapter.

Equating the 2004 Test Forms

We also examined the test forms used in each of the three 2004 administrations. ETS conducted equating analyses to convert number-correct scores from each form to scale scores that were as comparable as possible. The analyses were reasonably documented and we did not have any disagreements with either the procedures used or the results. Tables 2.5 and 2.6 provide the final raw-to-scale score conversions for each of the three 2004 CAHSEE forms.

TABLE 2.5. Raw-to-Scale Score Conversions for the 2004 ELA Tests

Raw Score	Scale Score			Raw Score	Scale Score		
	Feb. 04	Mar. 04	May 04		Feb. 04	Mar. 04	May 04
0-15	275	275	275	51	344	344	341
16	276	276	277	52	346	346	343
17	279	279	279	53	348	348	344
18	282	281	281	54	350	350	346
19	284	284	283	55	352	352	348
20	287	286	285	56	354	354	350
21	289	289	287	57	356	356	352
<u>22</u>	<u>291</u>	<u>291</u>	<u>289</u>	58	358	358	354
23	293	293	291	59	360	360	356
24	295	295	293	60	362	362	358
25	297	297	295	61	364	364	360
26	299	299	297	62	366	366	362
27	301	301	299	63	368	368	364
28	303	303	300	64	371	371	366
29	305	306	302	65	373	373	368
30	307	308	304	66	375	379	370
31	309	309	306	67	378	378	372
32	310	310	307	68	380	380	375
33	312	312	309	69	383	386	377
34	314	314	311	70	385	389	380
35	316	316	313	71	388	392	382
36	317	317	314	72	391	394	385
37	319	319	316	73	394	397	388
38	321	321	318	74	397	400	391
39	323	323	320	75	400	404	394
40	325	325	321	76	403	407	397
41	326	326	323	77	407	411	400
42	328	328	325	78	411	415	404
43	330	330	327	79	415	419	408
44	332	332	328	80	419	423	412
45	333	333	330	81	424	428	416
46	335	335	332	82	429	433	421
47	337	337	334	83	434	438	426
48	339	339	335	84	441	445	432
49	341	341	337	85	448	450	439
50	342	342	339	86	450	450	447
				87-90	450	450	450

Note: Bolded numbers reflect minimum scores for passing and for proficiency; underlined scale scores indicate expected scores from guessing alone (chance).

TABLE 2.6. Raw-to-Scale Score Conversions for the 2004 Mathematics Tests

Raw Score	Scale Score			Raw Score	Scale Score		
	Feb. 04	Mar. 04	May 04		Feb. 04	Mar. 04	May 04
0-9	275	275	275	45	354	354	354
10	275	275	277	46	356	356	356
11	279	279	281	47	357	357	358
12	282	283	284	48	359	362	360
13	286	286	287	49	361	361	361
14	289	289	290	50	363	363	363
15	292	292	293	51	365	365	365
16	295	295	296	52	367	367	367
17	297	297	297	53	369	369	369
18	300	300	301	54	371	371	371
19	302	302	304	55	373	373	373
20	<u>305</u>	<u>305</u>	<u>305</u>	56	375	378	375
21	307	307	308	57	377	381	378
22	309	309	310	58	380	383	380
23	312	312	313	59	382	382	382
24	314	314	315	60	384	387	384
25	316	316	317	61	386	390	387
26	318	318	319	62	389	389	389
27	320	320	321	63	392	392	392
28	322	322	323	64	394	394	395
29	324	324	325	65	397	401	397
30	326	326	326	66	400	403	400
31	328	328	329	67	403	407	403
32	330	330	330	68	406	410	407
33	332	332	332	69	410	413	410
34	334	334	334	70	414	417	414
35	335	335	336	71	418	421	418
36	337	337	338	72	422	426	423
37	339	339	339	73	427	431	428
38	341	341	341	74	433	437	433
39	343	343	343	75	439	443	440
40	345	345	345	76	447	450	448
41	346	346	347	77-80	450	450	450
42	348	348	349				
43	350	350	350				
44	352	352	352				

Note: Bolded numbers reflect minimum scores for passing and for proficiency; underlined scale scores indicate expected scores from guessing alone (chance).

Scoring Consistency

In past reports, we have examined the accuracy of the scores generated from different parallel forms of the exam. During the Year 5 evaluation, we monitored ETS’s analysis of item-level statistics from each administration and found no significant changes from the results for prior forms. More complete information on test accuracy may be found in technical documentation provided by ETS.

We paid particular attention to consistency in the scoring of student essays. In previous years, each student taking the ELA test was required to write two essays, the first involving analysis of an associated text and the second in response to a freestanding question that did not involve text processing. In 2004, the ELA test was shortened and students were only required to write one essay. The type of essay prompt varied across administrations. In the February and May administrations, students responded to a stand-alone prompt, while in March the essay question was associated with a text that also had multiple-choice reading comprehension questions.

As in prior years, each essay was graded by at least two different raters following a four-point rubric that indicated the characteristics essay responses required for each score level. A score of zero was assigned to responses that were off-topic, illegible, or left blank. Since the scoring rubrics vary from question to question, we monitored the level of agreement between independent raters for each question used with each administration. Table 2.7 shows, for each of the 2004 test forms and also for the 2002–03 test forms, how often (what percent of the time) there was exact agreement, how often there was a difference of just one score point, and how often there was a difference of more than one score point. Whenever there was an initial difference of more than one score point, the essay was read again by a third, more experienced reader and the scores assigned by one or both of the initial readers were not used. Thus, all operational scores resulted from two raters who agreed to within a single score point.

TABLE 2.7. Rater Scoring Consistency for Student Essays

Administration	Percent of Essays at Each Level of Agreement					
	1st Essay (Associated Text)			2nd Essay (Stand-alone Prompt)		
	Exact	+/- 1	+/- > 1	Exact	+/- 1	+/- > 1
July 2002	65.2	33.0	1.8	66.2	32.2	1.6
Sep. 2002	68.2	30.7	1.0	69.0	30.0	0.9
Nov. 2002	71.3	27.9	0.8	68.4	30.8	0.8
Jan. 2003	70.6	28.2	1.1	70.3	28.9	0.8
Mar. 2003	64.5	33.6	1.9	62.2	36.2	1.6
May 2003	70.1	29.2	0.7	69.4	29.9	0.7
Weighted Average	65.8	32.5	1.7	63.9	34.7	1.4
Feb. 2004				66.3	33.0	0.8
Mar. 2004	62.0	36.6	1.4			
May 2004				68.5	31.5	0.0

Overall results indicated a generally high level of agreement between the independent raters. In each administration, there were significant disagreements (initial scores differing by more than one point) for fewer than 1.5% of the responses. For the February and May administrations, the rate of exact agreement was higher and the rate of serious disagreement was lower than corresponding averages for the 2002–03 administration. Agreement rates in March were slightly lower. These results mirrored the pattern for the prior year where agreement rates for the March administration were slightly lower than for other administrations. The demand for rapid turnaround on a very large number of essays in the March 2003 and March 2004 administrations may have been a factor. Other factors, such as summer vacations or demand from other testing programs, may have affected results from the July 2002 administration, which did not involve such a large number of students.

Table 2.8 provides more detailed information on scores assigned by each of the two independent raters across all of the 2004 administrations. There was near perfect agreement on the essays judged to be unscorable (score level 0). There was generally good agreement on essays assigned to score levels 1 through 3. If the first reader assigned a score at one of these levels, the second reader was most likely to assign the same score. Very few essays were assigned a score of 4 and agreement at this level was correspondingly less. If the first reader assigned a score of 4, the second reader was most likely to assign a score of 3.

TABLE 2.8. Percent of 2004 Essays Assigned Each Score Level by Each Rater

First Rater	Second Rater				
	0	1	2	3	4
0	2.57	0.00	0.00	0.00	0.00
1	0.00	6.20	3.43	0.20	0.01
2	0.00	3.29	26.64	10.19	0.41
3	0.00	0.17	10.00	24.41	4.10
4	0.00	0.01	0.42	4.25	3.73
Average Score from First Rater					2.4
Average Score from Second Rater					2.4

Note: Bolded numbers indicate perfect agreement between the two raters.

Who Passed?

Initial Passing Rates

A major charge for the independent evaluation was to analyze and report performance on the CAHSEE for all students and for specific demographic groups, including economically disadvantaged students, English learners (EL), and students with disabilities (characterized as “exceptional needs students” in the legislation). Tables 2.9 and 2.10 show the ELA and mathematics passing rates for each of these demographic groups as well as for gender and ethnicity groups. The passing rates shown in these tables were calculated by dividing the total number of students who passed each subject on their first try by the number of students participating in at least one CAHSEE testing session. In the few instances where students took a CAHSEE

test more than once, results from their first attempt were used². In past years, we used fall enrollment data for the denominator, which generally overstates the number of students still in school at the time of CAHSEE testing. This year, because of NCLB requirements, records were supposed to be entered for all students to allow calculation of participation rates. Thus enrollment counts generated from the CAHSEE data were believed to be an accurate reflection of the number of students in each demographic category. We used the same approach to computing 2003 passing rates for the Class of 2005 to ensure comparability.

TABLE 2.9. Initial Passing Rates by Demographic Group—English-Language Arts

Group	Students Tested		Class of 2005		Class of 2006
	Class of 2005	Class of 2006	Prior Test Specifications	New Test Specifications	New Test Specifications
All Students	425,066	459,138	74.1%	71.6%	72.9%
Females	207,619	224,766	78.6%	76.2%	77.4%
Males	216,708	233,964	70.0%	67.2%	68.7%
1. Native American	3,717	4,227	73.0%	70.1%	70.9%
2. Asian	38,635	42,588	84.1%	82.0%	84.1%
3. Pacific Islander	2,832	3,107	73.1%	69.9%	69.3%
4. Filipino	12,475	13,349	87.2%	85.3%	86.3%
5. Hispanic	169,704	188,494	61.4%	57.8%	59.8%
6. African American	34,619	37,287	63.2%	59.9%	60.1%
7. White (not Hispanic)	157,498	165,613	87.3%	85.9%	87.0%
Economically Disadvantaged (Original Definition)	141,401	162,530	59.7%	55.9%	58.4%
Economically Disadvantaged (New Definition)	167,869	186,411	59.5%	55.7%	58.1%
English Learners	72,038	83,728	39.8%	34.9%	38.0%
Reclassified Fluent English	45,320	49,067	82.9%	80.4%	85.2%
Special Education Students	36,448	42,516	35.8%	32.2%	28.8%

² Results for the Class of 2005 reported here differ slightly from results reported previously for two reasons. First, students who took the CAHSEE prior to January 2003 are now excluded. Second, where students took the CAHSEE more than once, we used results from their initial testing only. Previously, we had included all 10th graders testing during the 2002–03 school year and not attempted to match records for students who tested more than once. These changes were made for consistency with the way that the 2004 results were processed and thus validated comparisons of initial test results for the Class of 2005 and the Class of 2006.

Overall initial passing rates increased for the Class of 2006 in comparison to the Class of 2005, after adjusting for changes in the score scale. Passing rates increased by about 1 percent in ELA and by more than 5 percent in mathematics. This fact plus the changes in the score scales led to passing rates that were nearly equal, about 72 percent, for both parts of the CAHSEE. The increase in passing rates is consistent with the finding reported in our May 2003 report on standards-based instruction (Wise et al., May 2003). In that report, it was suggested that passing rates should increase for classes after 2004 because the extent and effectiveness of standards-based instruction was improving.

TABLE 2.10. Initial Passing Rates by Demographic Group—Mathematics

Group	Students Tested		Class of 2005		Class of 2006
	Class of 2005	Class of 2006	Prior Test Specifications	New Test Specifications	New Test Specifications
All Students	425,066	459,138	57.5%	66.1%	71.8%
Females	207,619	224,766	57.6%	66.6%	72.8%
Males	216,708	233,964	57.6%	65.6%	70.8%
1. Native American	3,717	4,227	52.6%	62.5%	66.3%
2. Asian	38,635	42,588	82.2%	86.9%	90.5%
3. Pacific Islander	2,832	3,107	54.7%	63.3%	69.5%
4. Filipino	12,475	13,349	72.9%	80.8%	86.0%
5. Hispanic	169,704	188,494	40.2%	51.1%	59.2%
6. African American	34,619	37,287	35.1%	44.6%	51.9%
7. White (not Hispanic)	157,498	165,613	74.5%	81.3%	85.0%
Economically Disadvantaged (Orig. Definition)	141,401	162,530	41.1%	51.4%	59.0%
Economically Disadvantaged (New Definition)	167,869	186,411	40.6%	50.9%	58.6%
English Learners	72,038	83,728	28.9%	39.1%	47.6%
Reclassified Fluent English	45,320	49,067	62.4%	72.6%	81.9%
Special Education Students	36,448	42,516	19.8%	26.6%	27.8%

Results presented in Tables 2.9 and 2.10 include a more complete breakout by ethnicity groups than in prior years. Note, one other addition was that the definition of economically disadvantaged students was changed to be consistent with the definition used in Standardized Testing and Reporting (STAR) assessment.

Previously students were classified as being economically disadvantaged on the basis of participation in the National School Lunch Program alone. This year, students were also considered economically disadvantaged based on parents' reported education level. If the highest level indicated was less than a high school diploma, the student was also considered economically disadvantaged. In this report, we show results using both the old and new definitions for being economically disadvantaged.

For mathematics, Class of 2006 students in all categories had higher passing rates than corresponding groups of students in the Class of 2005 who tested the year before, even after accounting for the change in score scale. The increase was dramatic for some groups of disadvantaged students, more than 7 percent for economically disadvantaged students and for English Learners, but very modest for students receiving special education services. Increases for ELA were more modest and a few groups declined slightly. Passing rates for students receiving special education services declined by more than 3.5 percentage points.

Passing rates for students receiving special education services remain somewhat problematic. More than 70 percent of students receiving special education services have not yet passed either the ELA or the math test. Unless there are dramatic changes through improved remediation over the next two years, it is likely that a significant number of students receiving special education services will not be eligible to receive a diploma.

Figures 2.1 through 2.6 show initial ELA and mathematics passing rates for the Class of 2006 compared to the Class of 2005 by gender, ethnicity, and types of disadvantaged characteristics. These figures provide a graphical display of the passing rates shown in Tables 2.9 and 2.10 above.

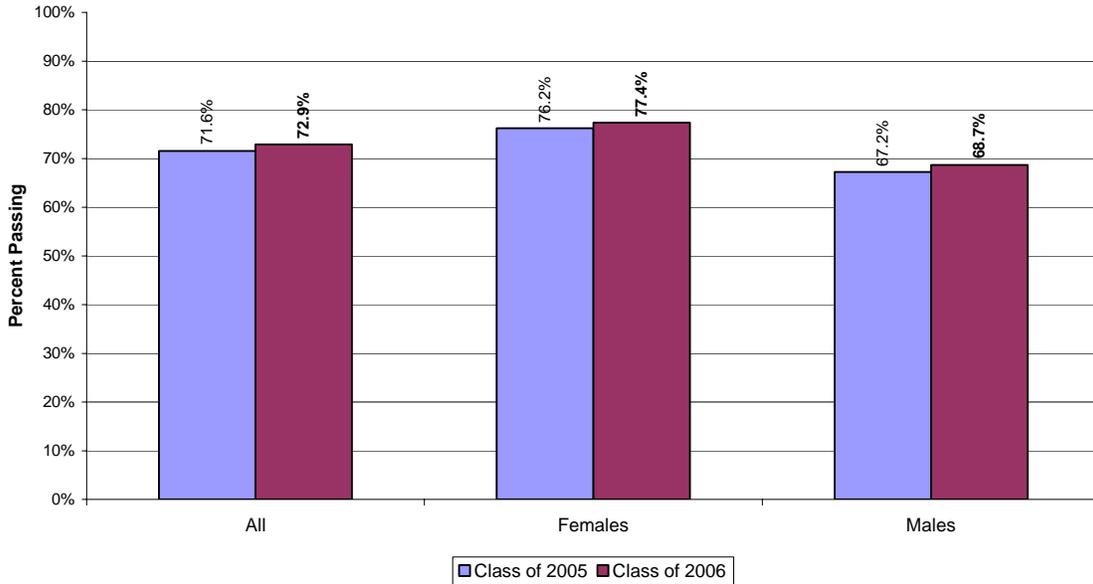


Figure 2.1. Initial ELA passing rates by gender and class.

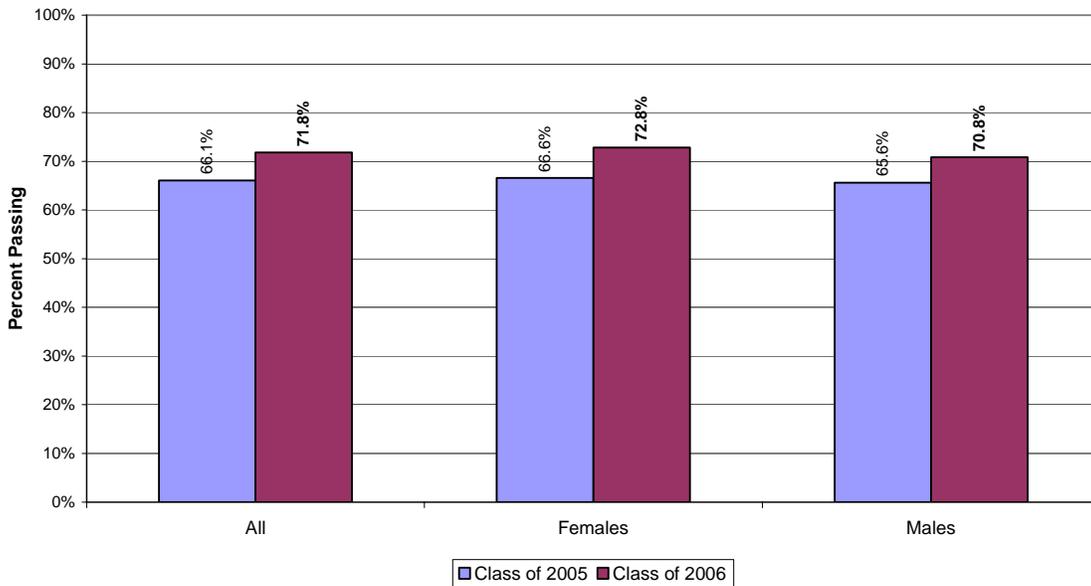


Figure 2.2. Initial mathematics passing rates by gender and class.

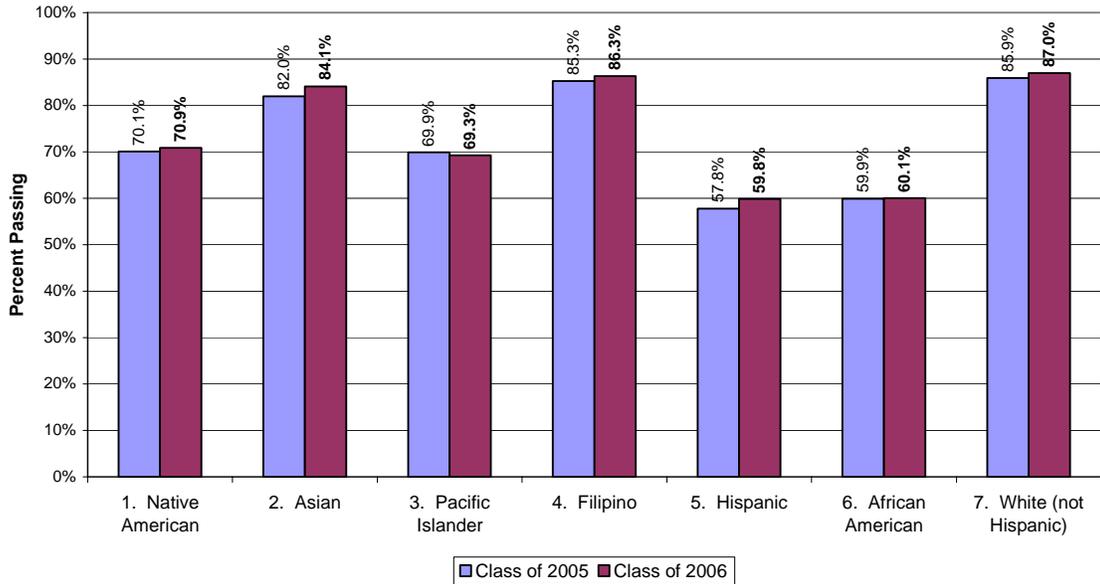


Figure 2.3. Initial ELA passing rates by race/ethnicity and class.

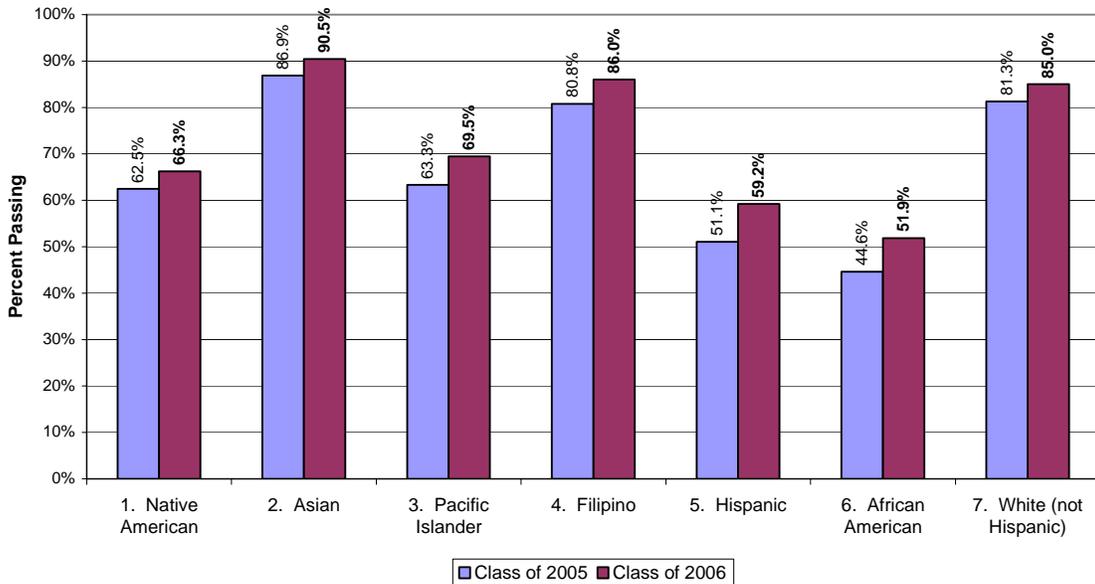


Figure 2.4. Initial mathematics passing rates by race/ethnicity and class.

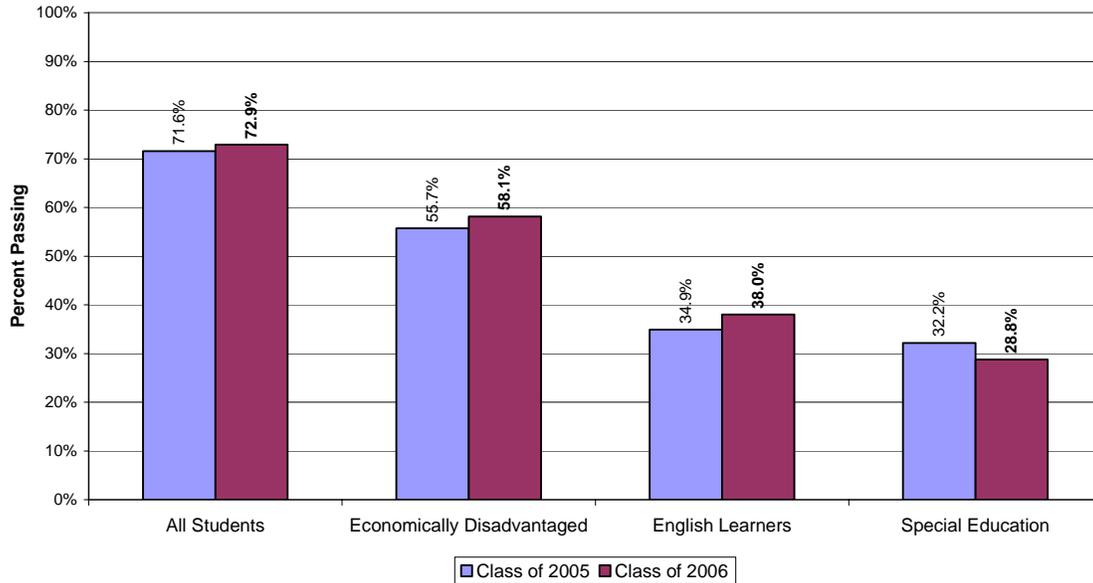


Figure 2.5. Initial ELA passing rates for special populations by class.

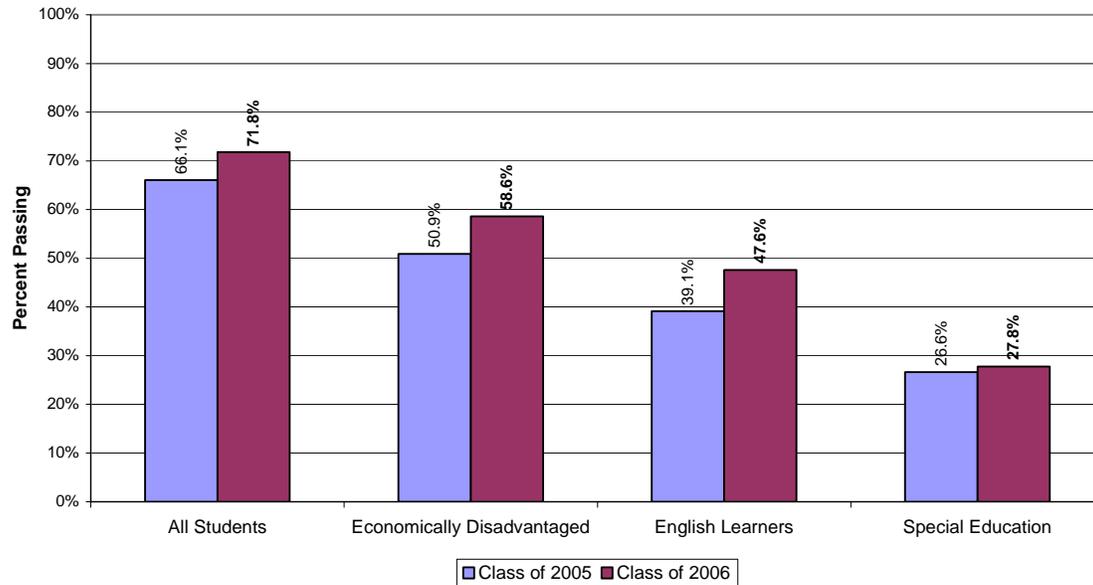


Figure 2.6. Initial mathematics passing rates for special populations by class.

The results by race and ethnicity were confounded to some extent due to interactions of race and ethnicity with other demographic characteristics. In particular, a higher proportion of Hispanic students were in special education, a higher proportion of Black and Hispanic students were economically disadvantaged

compared to White students, and a higher proportion of Hispanic students were English learners. We further analyzed test results for the census testing of the Class of 2006 to show separate race/ethnicity results within different levels of disadvantaged characteristics as shown in Table 2.11. These levels were defined to be non-overlapping as: (a) Students receiving special education services, (b) English learners who were not students receiving special education services, (c) Economically disadvantaged students who were neither English learners nor students receiving special education services, and 4) Students who were not in any of the preceding categories. Note that in this table, passing rates were based just on those tested since we did not have separate enrollment data for the categories analyzed. Passing rates here were thus slightly higher than rates based on total enrollment.

TABLE 2.11. Initial Class of 2006 Passing Rates by Student Category and Race/Ethnicity

Student Category	Race / Ethnicity	ELA		Mathematics	
		Number	Percent Passing	Number	Percent Passing
Special Education (SE) Students	Asian	1,431	36.4	1,431	45.5
	Black	5,874	16.1	5,874	12.4
	Hispanic	18,469	18.1	18,469	18.6
	White	14,975	46.2	14,975	43.4
English Learners (EL) <u>not</u> in Special Education	Asian	9,641	54.3	9,641	79.3
	Black	352	42.9	352	48.6
	Hispanic	59,390	38.5	59,390	46.3
	White	2,616	56.0	2,616	70.5
Economically Disadvantaged, but <u>not</u> EL or SE	Asian	8,978	91.8	8,978	93.1
	Black	13,072	61.3	13,072	51.8
	Hispanic	62,148	75.5	62,148	70.3
	White	18,820	80.2	18,820	76.4
All Other Students	Asian	22,538	96.8	22,538	97.0
	Black	17,989	73.9	17,989	64.9
	Hispanic	48,487	81.8	48,487	76.2
	White	129,202	93.3	129,202	91.4

Gaps in passing rates by race and ethnicity were smaller for students who were not disadvantaged than they were when all students in each race/ethnicity category were included. More striking, however, was the extent of race/ethnicity differences among students receiving special education services. Passing rates for the ELA test

were twice as high for Asian and White students in this category as they were for Black or Hispanic students. ***For math, the passing rate for students receiving special education services who were White or Asian was more than twice as high as for students receiving special education services who were Hispanic and more than three times as high as the passing rate for students receiving special education services who were Black.***

Analysis of Results for Students receiving special education services

There may be many reasons for differences in passing rates by race/ethnicity among students receiving special education services, such as differences in the nature or severity of disabilities, or differences in diagnoses and responses to those diagnoses across schools. Tables 2.12 through 2.14 show an analysis of the frequency of each primary disability category and also ELA and Mathematics passing rates by race/ethnicity. There were differences by race/ethnicity in the frequency of different disability categories, with Black and Hispanic students more likely to be coded with specific learning difficulties (a general category used for conditions such as attention deficit disorder or dyslexia) and less likely to be coded with speech impairments or other health impairments in comparison to Asian and White students. These differences might be due to differential diagnostic criteria or possibly to group differences in the likelihood that students with some types of disabilities would be taken out of public schooling. Within each primary disability category, race/ethnicity differences in passing rates mirrored closely overall race/ethnicity differences in passing rates for all students receiving special education services

TABLE 2.12. Distribution of Students Receiving Special Education Services by Primary Disability Category for Asian, Hispanic, Black, and White Students

Primary Disability Category	Percent of Special Education Students by Disability				
	All	2. Asian	5. Hispanic	6. Black	7. White
010 = Mental Retardation	1.9%	2.7	2.0%	1.7%	1.7%
020 = Hard of Hearing	1.0%	2.1%	1.0%	0.6%	0.9%
030 = Deaf	0.5%	1.3%	0.6%	0.4%	0.4%
040 = Speech/Lang. Impairment	5.4%	15.2%	5.2%	3.5%	5.5%
050 = Visual Impairment	0.5%	1.1%	0.4%	0.3%	0.6%
060 = Emotional Disturbance	6.6%	4.8%	3.7%	10.5%	8.9%
070 = Orthopedic Impairment	0.8%	1.3%	0.8%	0.4%	0.9%
080 = Other Health Impairment	4.7%	4.3%	2.6%	3.1%	7.9%
090 = Specific Learning Disability	77.3%	64.6%	82.8%	78.8%	71.2%
100 = Deaf-Blindness	0.0%	0.0%	0.0%	0.0%	0.0%
110 = Multiple Disabilities	0.3%	0.3%	0.4%	0.2%	0.3%
120 = Autism	0.7%	2.2%	0.3%	0.4%	1.2%
130 = Traumatic Brain Injury	0.2%	0.1%	0.2%	0.1%	0.3%
Total %	100.0%	100.0%	100.0%	100.0%	100.0%
Total N	40,749	1,431	18,469	5,874	14,975

TABLE 2.13. ELA Passing Rates for Students Receiving Special Education Services by Primary Disability Category and Ethnicity

Primary Disability Category	Percent Passing for Each Disability Category				
	All	2. Asian	5. Hispanic	6. Black	7. White
010 = Mental Retardation	1.4%	2.6%	1.4%	0.0%	1.9%
020 = Hard of Hearing	34.4%	36.7%	23.8%	15.2%	54.2%
030 = Deaf	16.3%	26.3%	1.9%	16.7%	36.9%
040 = Speech/Lang. Impairment	46.0%	58.3%	33.1%	36.1%	60.3%
050 = Visual Impairment	49.5%	66.7%	28.4%	42.1%	64.7%
060 = Emotional Disturbance	37.3%	48.5%	27.3%	17.5%	51.1%
070 = Orthopedic Impairment	46.5%	50.0%	38.1%	30.8%	58.1%
080 = Other Health Impairment	51.0%	42.6%	32.6%	31.1%	61.8%
090 = Specific Learning Disability	25.6%	30.5%	16.5%	14.5%	43.2%
100 = Deaf-Blindness	-	-	-	0.0%	-
110 = Multiple Disabilities	16.9%	-	17.6%	9.1%	19.2%
120 = Autism	52.2%	48.4%	32.1%	23.7%	62.6%
130 = Traumatic Brain Injury	29.4%	-	23.8%	-	36.6%
All Special Education Students	28.8%	36.4%	18.1%	16.1%	46.2%
Total N	42,749	1,431	18,469	5,874	14,975

TABLE 2.14. Mathematics Passing Rates by Race/Ethnicity for Students Receiving Special Education Services by Primary Disability Category

Primary Disability Category	Percent Passing for Each Disability Category				
	All	2. Asian	5. Hispanic	6. Black	7. White
010 = Mental Retardation	2.7%	7.7%	2.2%	2.0%	3.1%
020 = Hard of Hearing	40.8%	63.3%	28.5%	18.2%	59.5%
030 = Deaf	28.4%	52.6%	14.0%	25.0%	46.2%
040 = Speech/Lang. Impairment	47.7%	67.0%	34.5%	33.7%	61.6%
050 = Visual Impairment	44.6%	73.3%	26.9%	26.3%	57.7%
060 = Emotional Disturbance	28.2%	45.6%	19.7%	11.5%	39.5%
070 = Orthopedic Impairment	39.1%	55.6%	32.3%	15.4%	48.8%
080 = Other Health Impairment	44.5%	49.2%	28.4%	19.4%	54.5%
090 = Specific Learning Disability	25.3%	40.0%	17.3%	11.4%	41.6%
100 = Deaf-Blindness	-	-	-	-	-
110 = Multiple Disabilities	18.4%	-	23.0%	0.0%	15.0%
120 = Autism	47.4%	58.1%	26.8%	9.1%	56.6%
130 = Traumatic Brain Injury	29.4%	-	26.2%	-	31.7%
All Special Education Students	27.8%	45.5%	18.6%	12.4%	43.4%
Total N	42,516	1,431	18,469	5,874	14,975

Analysis of Results for English Learners

We compared the passing rates for students who were currently English learners and students who were previously English learners but had been reclassified as fluent English proficient (RFEP) as shown in Tables 2.9 and 2.10 above. The results are striking. ELA passing rates for English Learners were understandably low, less than 40 percent compared to nearly 73 percent overall. Perhaps because they had to demonstrate language proficiency to be reclassified, students who were no longer English learners passed at higher rates than students in general, 85 percent compared to 73 percent for the Class of 2006. Results for the Class of 2005 were similar.

What may be more surprising is that students who were reclassified as proficient in English also had higher passing rates on the mathematics test compared to students in general, 82 percent versus 72 percent. **These results suggest that if English learners achieve fluency, the ELA portion of the CAHSEE should not pose a significant barrier for most of them. In addition, these students do not appear to be disadvantaged on the mathematics test once English proficiency is achieved.**

Analysis of Results by Mathematics Courses Taken

We also analyzed passing rates on the mathematics part of the CAHSEE for students who had completed different levels of math courses. Table 2.15 shows the distribution of the highest level of mathematics course completed by students in the Class of 2005 and the Class of 2006. Table 2.16 shows the percent of students in key demographic groups who have not yet taken Algebra I, have taken Algebra I only, or have taken courses beyond Algebra I. Table 2.17 shows the CAHSEE mathematics passing rates for students at each course level.

TABLE 2.15. Distribution of Students by Highest Math Course Taken

Highest Math Course Taken	Class of 2005		Class of 2006	
	Number of Students	Percent of Students at each Level	Number of Students	Percent of Students at each Level
General Math	12,253	3.0%	11,678	2.6%
Pre-Algebra	47,567	11.5%	50,222	11.1%
Algebra I	111,487	26.9%	121,148	26.9%
Integrated Math I	2,727	0.7%	2,605	0.6%
Integrated Math II	4,806	1.2%	3,986	0.9%
Geometry	123,857	29.8%	135,589	30.1%
Algebra II	72,560	17.5%	83,183	18.4%
Advanced Math	7,757	1.9%	9,986	2.2%
Unknown	31,889	7.7%	32,531	7.2%
All Students	414,903	100.0%	450,928	100.0%

TABLE 2.16. Trends in Math Courses Taken by Demographic Group*

Group	Class of 2005			Class of 2006		
	% Not Taking Algebra	% Algebra Only	% Beyond Algebra	% Not Taking Algebra	% Algebra Only	% Beyond Algebra
All Students	15.6%	29.8%	54.6%	14.8%	29.6%	55.6%
Females	14.2%	28.0%	57.8%	13.5%	27.4%	59.1%
Males	17.0%	31.5%	51.5%	16.2%	31.6%	52.2%
1. Native American	23.5%	33.6%	42.8%	21.4%	35.7%	42.9%
2. Asian	6.9%	14.5%	78.7%	5.5%	13.9%	80.6%
3. Pacific Islander	14.4%	31.0%	54.6%	14.7%	32.7%	52.6%
4. Filipino	8.9%	19.4%	71.7%	8.3%	19.6%	72.0%
5. Hispanic	19.6%	38.4%	42.0%	18.8%	37.8%	43.4%
6. African American	17.9%	33.5%	48.6%	17.1%	34.3%	48.6%
7. White (not Hispanic)	13.5%	24.6%	62.0%	12.8%	24.1%	63.1%
Economically Disadvantaged (Original Definition)	18.9%	36.7%	44.4%	18.1%	36.1%	45.8%
Economically Disadvantaged (New Definition)	19.5%	37.2%	43.4%	18.6%	36.6%	44.9%
English Learners	21.5%	44.7%	33.8%	20.3%	42.9%	36.8%
Reclassified Fluent English	11.1%	23.8%	65.1%	10.2%	22.9%	66.9%
Special Education Students	37.3%	43.2%	19.5%	34.6%	46.4%	19.0%

* Students whose highest mathematics course was unknown were excluded from this table.

TABLE 2.17. 2004 Mathematics Passing Rates by Class and Highest Math Course Taken

Highest Math Course Taken	Class of 2005		Class of 2006
	Previous Score Scale	New Score Scale	New Score Scale
General Math	18.6%	26.1%	31.2%
Pre-Algebra	34.9%	46.5%	53.8%
Algebra I	38.5%	51.3%	57.7%
Integrated Math I	55.7%	66.1%	75.4%
Integrated Math II	75.8%	83.2%	90.0%
Geometry	76.2%	84.4%	87.1%
Algebra II	91.0%	93.4%	95.3%
Advanced Math	98.3%	98.8%	99.4%
Unknown	30.4%	39.2%	50.0%
All Students	57.5%	66.1%	71.8%

At 10th grade, the Class of 2006 had taken slightly higher levels of mathematics compared to the Class of 2005. The percent of students who had not yet taken Algebra I dropped from 15.6 percent to 14.8 percent and the percent of students taking mathematics courses beyond geometry in the 10th grade rose from 19.4 percent to 20.6 percent. Note, however, that a much larger proportion of students receiving special education services had not yet taken Algebra.

A bigger change is that Class of 2006 passing rates at each course level were higher than the Class of 2005 passing rates for the same levels. For students taking Algebra I, the passing rate rose from 51.3 percent to 57.6 percent, after adjusting for the change in the score scale. It is likely that this increase resulted from better preparation at lower grade levels so that more students in the Class of 2006 were prepared to succeed in Algebra I and higher courses.

Testing Accommodations and Modifications

Students with disabilities who could not be assessed using regular test administration procedures were allowed specific accommodations or, in some cases, modifications to test administration procedures. The difference is that modifications involved changes that would alter the construct measured and so scores from modified administrations were not valid for passing the CAHSEE. (See CAHSEE regulations posted on the CDE Web site.) In prior years, we analyzed results separately by the type of accommodation or modification used. Beginning with the 2004 administrations, however, detailed information on accommodations was not collected. We judged that the relatively minimal information that was collected did not warrant more extensive analyses.

Overall Passing Rate

As a result of efforts to match records across administrations, we were able to estimate the rate at which 10th grade students had passed both parts of the exam and fully satisfied the CAHSEE requirement. These analyses included results from retest administrations to a small number of students as well as results from each student's initial attempt at each part of the CAHSEE. Again, we went back and reanalyzed for the Class of 2005 from the 2003 CAHSEE administrations, matching records across administrations and adjusting for the change in the score scales. Table 2.18 shows the percentage of students, overall and in specific demographic categories, who passed both parts of the CAHSEE by the end of the 10th grade. Note that these analyses require access to identifying information about the students tested so that students who made up one part of the CAHSEE in a subsequent administration can be properly accounted for. The required identifiers are not included on the CAHSEE data files provided to the CDE.

Overall passing rates increased significantly, even after adjusting for the score scale changes. The one exception was for students receiving special education services, where the combined passing rate dropped from 19.8 to 18.8 percent. Figure 2.7 compares 10th grade combined passing rates for special populations in the classes of 2005 and 2006, after adjusting for changes to the score scale.

TABLE 2.18. Percent of Students Passing Both Parts of the CAHSEE by Demographic Group

Group	Class of 2005		Class of 2006
	Prior Test Specifications	New Test Specifications	New Test Specifications
All Students	53.8%	59.3%	64.3%
Females	54.8%	61.4%	67.1%
Males	53.0%	57.3%	61.7%
1. Native American	48.7%	55.6%	59.9%
2. Asian	75.9%	77.7%	81.5%
3. Pacific Islander	50.4%	56.0%	60.4%
4. Filipino	70.5%	76.3%	80.8%
5. Hispanic	36.1%	42.5%	49.0%
6. African American	32.6%	39.5%	45.3%
7. White (not Hispanic)	71.5%	76.5%	80.7%
Economically Disadvantaged (Original Definition)	36.0%	41.7%	48.0%
Economically Disadvantaged (New Definition)	35.6%	41.3%	47.7%
English Learners	20.8%	24.1%	29.6%
Reclassified Fluent English	59.4%	66.7%	76.3%
Special Education Students	16.8%	19.9%	18.8%

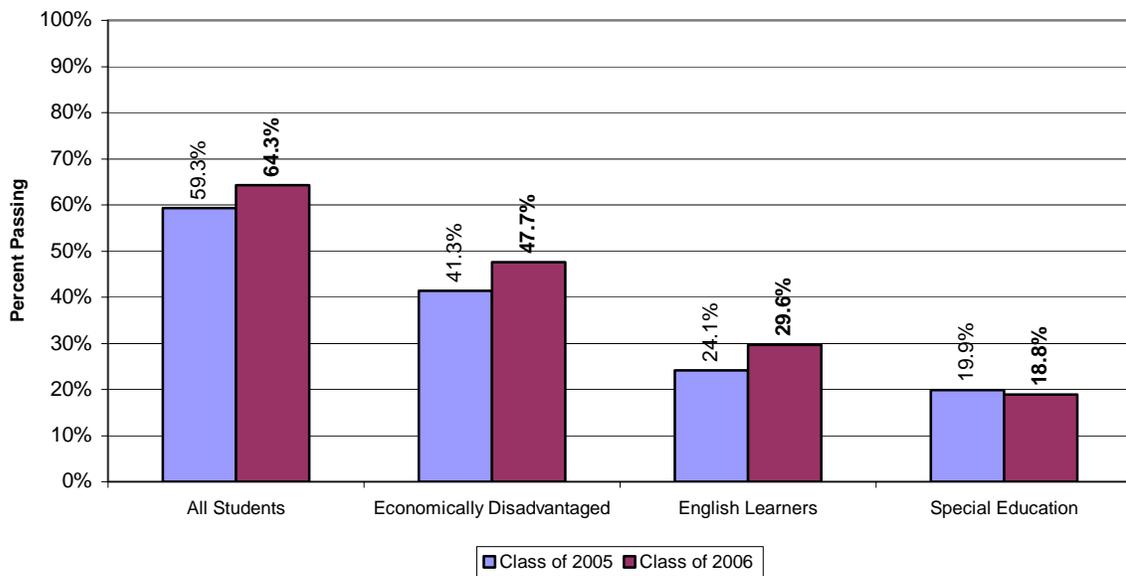


Figure 2.7. Combined passing rates for special populations by class.

Other Outcomes

Enrollment Declines

A key question addressed in the independent evaluation of the CAHSEE is the impact of the new graduation requirement on dropout and graduation rates. While we cannot track individual students, overall enrollment figures provide an indication of the extent to which students in each grade do not proceed to the next grade with the rest of their classmates.

Table 2.19 and Figure 2.8 show the decrease in enrollment from the 9th to the 10th grade. In the text that follows, we refer to this difference as a “drop-off” in enrollment. Some of the difference may be due to students who did not finish sufficient coursework credits to be classified as 10th graders rather than that they dropped out of school altogether. Results indicate that this 10th grade drop-off rate bounced back up for the Class of 2006. This was primarily due to a larger than usual increase in the 9th grade enrollment, suggesting that more students are being retained in 9th grade.

TABLE 2.19. Enrollment Declines from 9th Grade to 10th Grade

School Year	High School Class	10 th Grade Enrollment	Prior Year's 9 th Grade Enrollment	Decrease	
				Number	Percent
2003–2004	2006	490,214	522,108	31,894	6.1%
2002–2003	2005	471,648	499,505	27,857	5.6%
2001–2002	2004	459,588	485,910	26,322	5.4%
2000–2001	2003	455,134	482,270	27,136	5.6%
1999–2000	2002	444,064	468,162	24,098	5.2%
1998–1999	2001	433,528	458,650	25,122	5.5%
1997–1998	2000	423,865	450,820	26,955	6.0%

Source: California DataQuest System (<http://data1.cde.ca.gov/dataquest>)

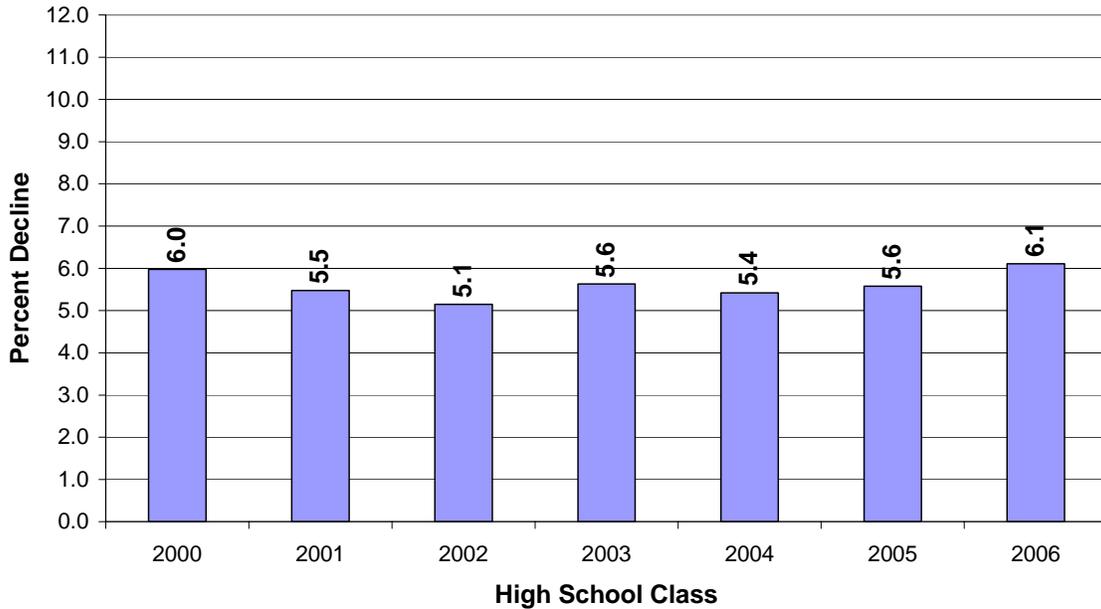


Figure 2.8. Enrollment declines from 9th to 10th grade by high school class.

Table 2.20 and Figure 2.9 show similar information for the drop-off between 10th and 11th grade enrollments. **Results show that the drop-off rate between 10th and 11th grade enrollments continued the significant decline observed last year for the Class of 2004.** Initially, there were concerns that the CAHSEE requirement would increase dropout rates. In fact, dropout rates have decreased. It seems plausible that increased remediation opportunities introduced to help the Class of 2004 pass the CAHSEE have instead led to more students staying in school.

TABLE 2.20. Enrollment Declines from 10th Grade to 11th Grade

School Year	High School Class	11 th Grade Enrollment	Prior Year's 10 th Grade Enrollment	Decrease	
				Number	Percent
2003–2004	2005	440,540	471,648	31,108	6.6%
2002–2003	2004	428,117	459,588	31,471	6.8%
2001–2002	2003	420,295	455,134	34,839	7.7%
2000–2001	2002	409,119	444,064	34,945	7.9%
1999–2000	2001	401,246	433,528	32,282	7.4%
1998–1999	2000	390,742	423,865	33,123	7.8%
1997–1998	1999	378,819	413,725	34,906	8.4%

Source: California DataQuest System (<http://data1.cde.ca.gov/dataquest>)

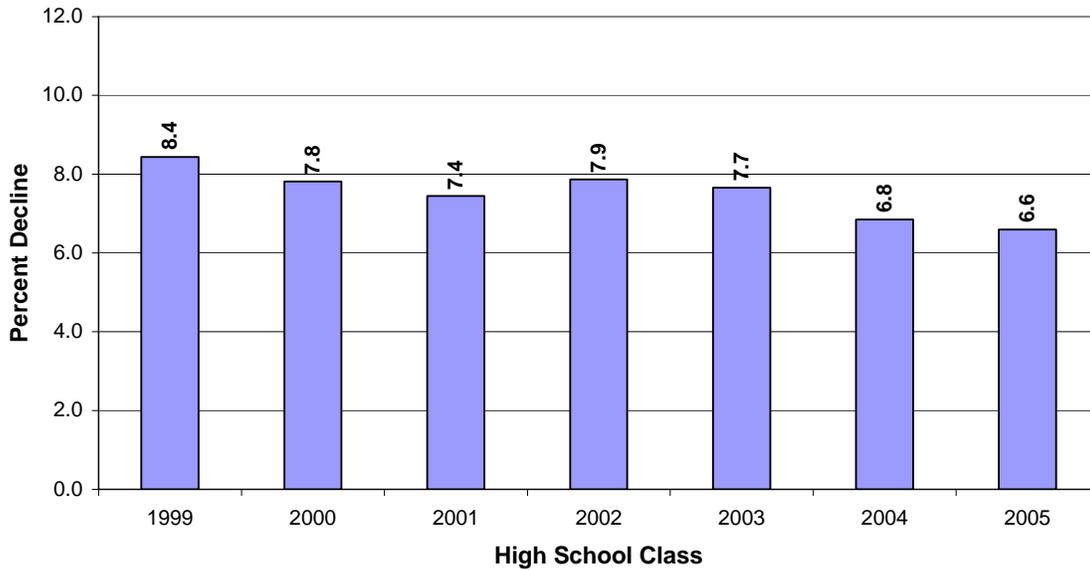


Figure 2.9. Enrollment declines from grades 10 to 11 by high school class.

Table 2.21 and Figure 2.10 show similar information for the drop-off between 11th and 12th grade enrollments. Last year, it was observed that 11th grade drop-off rates were much lower for the Class of 2004 than for previous classes. This year we see that trend continued with a significant decline in the 12th grade drop-off rate for the Class of 2004. ***This decline provides further evidence that the CAHSEE requirement is not leading to increased dropout rates.***

TABLE 2.21. Enrollment Declines from 11th Grade to 12th Grade

School Year	High School Class	12 th Grade Enrollment	Prior Year's 11 th Grade Enrollment	Decrease	
				Number	Percent
2003–2004	2004	395,194	428,117	32,923	7.7%
2002–2003	2003	385,181	420,295	35,114	8.4%
2001–2002	2002	365,907	409,119	43,212	10.6%
2000–2001	2001	357,789	401,246	43,457	10.8%
1999–2000	2000	347,813	390,742	42,929	11.0%
1998–1999	1999	334,852	378,819	43,967	11.6%

Source: California DataQuest System (<http://data1.cde.ca.gov/dataquest>)

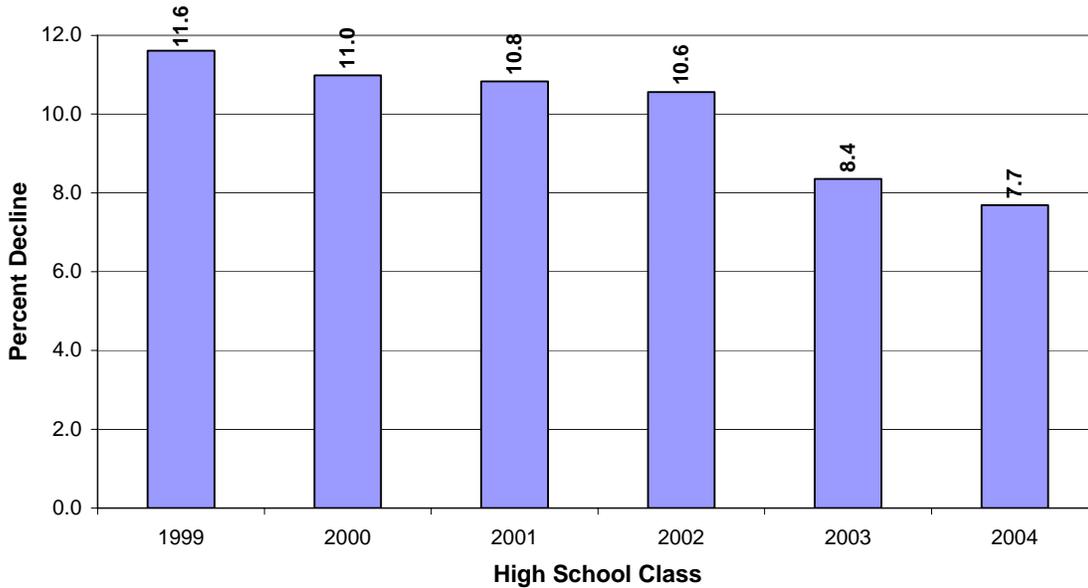


Figure 2.10. Enrollment declines from grades 11 to 12 by high school class.

STAR Results

We looked to see whether CAHSEE results for the Classes of 2004 through 2006 were similar to results from STAR, California’s standards-based accountability assessment. STAR results provide an independent view of performance of students in different high school classes. To the extent that results are similar, STAR results may also predict relative performance on the CAHSEE for future high school classes. Table 2.22 shows results from the STAR 2004 ELA assessment for the 10th and 9th grades in comparison to results from the 2002 and 2003 assessments. For the 10th grade assessment, students in the Class of 2006 were assessed in 2004, students in the Class of 2005 were assessed in 2003 and students in the Class of 2004 were assessed in 2002. The Class of 2006 showed modest gains in comparison to the prior two classes with a 2 percent increase in the percent scoring at the basic level or above and an average score increase of about six scale points.

Students in the Class of 2006 were assessed in the 2003 9th grade assessment. Results from this assessment are compared to results from the Class of 2005 assessed in the 2002 9th grade assessment and the Class of 2007 in the 2004 9th grade assessment. Results indicate that the Class of 2006 performed significantly better than the Class of 2005 and also slightly better than the Class of 2007. Compared to the Class of 2005, the number of students scoring at least basic increased by 6 percentage points and the average scale score increased by more than 11 points. Taken together, results shown in Table 2.22 indicated larger ELA gains for the Class of 2006 on STAR than was found on the CAHSEE. Increased participation in the CAHSEE, including more lower-performing students, may explain some differences between results for the two testing programs.

TABLE 2.22. Results from the STAR 2003 and 2002 9th and 10th Grade ELA Assessments

STAR Results for Grade 10 ELA				
Assessment Year	2002	2003	2004	Gain
High School Class	Class of 2004	Class of 2005	Class of 2006	2002–2004
% at least Basic	63	63	65	2%
Mean Scale Score	322.4	324.5	328.1	5.7
STAR Results for Grade 9 ELA				
Assessment Year	2002	2003	2004	Gain
High School Class	Class of 2005	Class of 2006	Class of 2007	2002–2004
% at least Basic	63	69	68	5%
Mean Scale Score	321.4	332.9	330.6	9.2

STAR does not include a common assessment of mathematics skills for all students in the 9th and 10th grades. Instead, assessments are targeted to specific courses and administered to students who complete these courses. Table 2.23 shows results for the Algebra I assessment, the most common assessment for students in the 9th and 10th grades. For each grade level, performance on the Algebra I assessment decreased slightly in 2003 and further in 2004. This is balanced against the fact that more students at each grade level were taking and being assessed in Algebra I. The percentage of at least basic and average scale scores is higher for students taking Algebra I at earlier grade levels. As the proportion of such students increases, overall mathematics achievement should increase correspondingly. Current STAR results do not, however, provide a clear prediction of CAHSEE performance for future classes.

TABLE 2.23. Results from the STAR 2002 to 2004 9th and 10th Grade Algebra I Assessments

STAR Results for Algebra I				
Assessment Year	2002	2003	2004	Gain
8th Grade	Class of 2006	Class of 2007	Class of 2008	(2002–2004)
Percent Tested	29%	32%	38%	9%
% at least Basic	69%	67%	62%	-7%
Mean Scale Score	337	336.8	330.9	-6.1
9th Grade	Class of 2005	Class of 2006	Class of 2007	
Percent Tested	32%	37%	43%	11%
% at least Basic	54%	51%	44%	-10%
Mean Scale Score	308.9	306.3	301.2	-7.7
10th Grade	Class of 2004	Class of 2005	Class of 2006	
Percent Tested	21%	25%	29%	8%
% at least Basic	40%	35%	29%	-11%
Mean Scale Score	290.8	289.5	286.3	-4.5
11th Grade	Class of 2003	Class of 2004	Class of 2005	
Percent Tested	10%	13%	16%	6%
% at least Basic	35%	30%	22%	-13%
Mean Scale Score	286.7	284.5	279.4	-7.3

Summary

Results from the three CAHSEE administrations during the 2003–04 school year were analyzed for students in the high school Class of 2006 who took the CAHSEE as 10th graders. Results from the 2002–03 administrations were reanalyzed for 10th grade students in the high school Class of 2005 in a comparable manner so that trends across these two classes could be displayed. Several steps were required to produce comparable results for these two cohorts. First, some students in each cohort participated in more than one test administration, either as a makeup session or to retry a test they had not passed previously. Records were matched as well as possible, even though statewide student identifiers were not yet implemented for use with the CAHSEE. Second, a new score scale was introduced with the 2004 CAHSEE administrations. We estimated scores and changes in passing rates on this new scale for students who participated in the 2003 assessments. Finally, we examined the accuracy of score equating across administrations and consistency in scoring the student essays and found no problems of note.

Performance on the CAHSEE improved significantly for the Class of 2006 relative to the Class of 2005, even after differences in the score scales were accounted for. Overall passing rates were above 70 percent on each test individually. Furthermore, 64 percent of the 10th grade students passed both parts, an increase of about 5 percentage points. Performance improved for nearly all demographic groups. The one exception was for students receiving special education services where the combined passing rate remained below 20 percent.

Results for students receiving special education services were analyzed by type of disability and by ethnic groups. *The difference in pass rates among race/ethnicity groups of students receiving special education services was pronounced.* Only 13 percent of African American and 19 percent of Hispanic students receiving special education services passed the mathematics test compared to about 45 percent of the Asian and White students. Results for the ELA test were similar.

As in earlier administrations, ELA passing rates for English learners who had been redesignated as fluent English proficient actually outperformed other student groups, suggesting that the lower passing rates for English learners will disappear once they achieve English proficiency. For math, passing levels were once again closely related to level of math coursework completed. There were modest increases in courses taken and also significant gains in CAHSEE passing rates for each increase in course level. The latter finding suggests that students were better prepared to take these courses based on success with earlier coursework.

One final finding in analyzing results from the 2002–03 CAHSEE administrations was that there continue to be some issues with record-keeping and possibly with schools' understanding of CAHSEE regulations and procedures. For instance, some students in the Class of 2006 appear to have taken one or both of the CAHSEE tests more than once, even though that was not intended by the CDE. Also, while the quality of the data available for analysis continues to improve, issues such as missing birth dates make some analyses more difficult than they should be.

Chapter 3: Student Questionnaire

Introduction

One of the requirements for the CAHSEE, as specified in EC 60854, was to evaluate the impact of the new graduation requirement on graduation and dropout rates, as well as on post-high-school actions such as college attendance. To collect student reactions to the test and evaluate their plans for graduation and beyond, we developed a student questionnaire to get an early indication of CAHSEE's potential impact on these factors. Beginning with the first CAHSEE administration in 2001 and continuing through 2004, students were asked to respond to the same eight questions at the end of each part of the test

Four new questions were added to the student questionnaire in the 2004 administrations. These questions asked students about their instruction in the content covered by the CAHSEE. Previously, information about instruction was collected only from teachers and principals. The expansion of the student questionnaire sought to gather information about students' own perspective on their instruction.

For the questions asked previously, we compared this year's responses from the Class of 2006 to responses collected last year from students in the Class of 2005. As described in Chapter 2, we reorganized the data provided by ETS to match records from students participating in more than one administration. In the instances where students took the CAHSEE more than once, we reported only the results from their first attempt. Because of this refinement, results reported for the Class of 2005 differed slightly from the results reported last year, when students were included more than once in the analyses. Processing for the Class of 2005 was expanded to improve consistency with the way data for the Class of 2006 were analyzed.

Responses from students in the Class of 2004, the first group to take the CAHSEE, were not comparable to the responses from the Classes of 2005 and 2006. Many students from the Class of 2004 volunteered to take the CAHSEE when they were 9th graders, while students from the Classes of 2005 and 2006 were required to take the CAHSEE for the first time as 10th graders. The difference between 9th grade and 10th grade responses is particularly problematic for the types of questions about post high school plans included in the student questionnaire. Consequently, we dropped the Class of 2004 results from this year's analyses.

For each of the two cohorts of respondents, we looked at overall results and also analyzed responses separately for different demographic groups, including the groups specified in the CAHSEE evaluation statutes. We also analyzed results separately for students who did not pass the test associated with the questionnaire responses. These are the students most likely to be impacted by the CAHSEE requirement, so their responses deserve specific attention. Table 3.1 lists the different groups included in the analyses.

TABLE 3.1. Groups Included in the Student Questionnaire Analysis

Group	Definition
1) All	All examinees who took either the ELA or math test
2) Passed	Students who passed the test
3) Didn't Pass	Students who did not pass the test
<i>Gender Groups</i>	
4) Female	Female examinees
5) Male	Male examinees
<i>Race/Ethnicity Groups</i>	
6) Asian	Asian examinees
7) Black	Black examinees
8) Hispanic	Hispanic examinees
9) White	White examinees
<i>Non-disadvantaged/Disadvantaged Groups</i>	
10) Non-disadvantaged	All examinees except for those of the following three disadvantaged groups
11) Economically Disadvantaged	Economically disadvantaged students
12) English Learners	English learner students
13) Disabilities	Students receiving special education services

Note. Individual students could be counted in multiple groups; for example, a male Hispanic student, who is an English learner, is economically disadvantaged, and who passed the test would be included in groups 1, 2, 4, 8, 11, and 12.

In this chapter, we focus on the following issues:

- The general trends of students' responses on each of the questions surveyed on the Student Questionnaire;
- Differences in responses between those who passed a test and those who did not;
- Differences in responses between disadvantaged students and non-disadvantaged students;
- Differences in responses among four racial groups—Asian, Black, Hispanic and White; and
- Differences in responses between female and male respondents.

Survey Items

Eight questions were administered to the Class of 2005 students and 12 to the Class of 2006 students. Questions 1–7 on the two years' surveys were exactly the same. Question 8 differed in only one choice. The 2004 survey had 4 new questions, numbers 9–12. The 2004 survey questions follow:

Question 1. How did you prepare for this test? (Check all that apply.)

- A. A teacher or counselor told me about the purpose and importance of the test.
- B. I practiced on a sample of the test.
- C. A teacher spent time in class getting me ready to take the test.
- D. I did not do anything to prepare for this test.

Question 2. How important is this test to you?

- A. Very important
- B. Somewhat important
- C. Not important

Question 3. Do you think you will graduate from high school?

- A. Yes
- B. No
- C. Not sure

Question 4. Will it be harder to graduate if you have to pass a test like this?

- A. Yes, a lot harder
- B. Somewhat harder
- C. Not much harder at all
- D. I really don't know.

Question 5. What do you think you will do after high school?

- A. I will join the military.
- B. I will go to community college.
- C. I will go to a 4-year college or university.
- D. I will go to vocational/technical/trade school.
- E. I will work full-time.
- F. I really don't know what I will do after high school.

Question 6. How sure are you about what you will do after high school?

- A. Very sure
- B. Somewhat sure
- C. Not sure at all

Question 7. How well did you do on this test?

- A. I did as well as I could.
- B. I did not do as well as I could have.

Question 8. The main reasons I did not do as well on this test as I could have are (mark all that apply):

- A. I was too nervous to do as well as I could.
- B. I was not motivated to do well.
- C. I did not have time to do as well as I could.
- D. *1. There are questions on this test that cover topics I was never taught (for the Class of 2005).
2. Conditions in the testing room made it difficult to concentrate (for the Class of 2006).
- E. There are questions on this test that cover topics I was taught, but I did not remember how to answer them.
- F. There were other reasons why I did not do as well as I could.

*Indicates that D is the sole item in question 8 that differed between the Year 2005 and Year 2006 cohorts.

The following 4 questions were administered only to the Class of 2006 students:

- Question 9. Were the topics on the test covered in courses you have taken?
- A. Yes, all of them.
 - B. Most, but not all of them (two-thirds or more were covered).
 - C. Many topics on the test were not covered in my courses (less than two-thirds were covered).

- Question 10. Were any of the questions on the test different from the types of questions or answer options you have encountered in your homework assignments or classroom tests?
- A. Yes, many were different from anything I had seen before.
 - B. Yes, a few were different from anything I had seen before.
 - C. No, all were similar to ones used in my classes.

- Question 11. Were the questions on this test more difficult than questions you were given in classroom tests or homework assignments?
- A. Yes, the test questions were generally more difficult than the questions I encountered in my course work.
 - B. The test questions were generally about as difficult as the questions I encountered in my course work.
 - C. No, the questions were not more difficult than questions I encountered in my course work.

- Question 12. If some topics on the test were difficult for you, was it because:
- A. I did not take courses that covered these topics.
 - B. I had trouble with these topics when they were covered in courses I took.
 - C. I have forgotten things I was taught about these topics.
 - D. None of the topics was difficult for me.

Findings

Number of Respondents

Table 3.2 shows the number of students in the Classes of 2005 and 2006 included in each of the demographic groups reported in this chapter. These counts are lower than the counts reported in Chapter 2 because only students taking a particular test and thus responding to the corresponding student questionnaire were included in these analyses. Counts reported in Chapter 2 were based on all students, including those not taking one or both of the CAHSEE tests. In addition, analyses reported in Chapter 3 were based on a preliminary data file. A later data file, received after this chapter was drafted, included corrections to demographic information from the February and March 2004 administrations. Few, if any, changes were made to the responses to the student questionnaires, so analyses for this chapter were not rerun.

TABLE 3.2. Number of Test Takers in the Class of 2005 and the Class of 2006

Group	Class of 2005		Class of 2006	
	ELA	Math	ELA	Math
1) All	403,202	415,837	450,450	452,113
2) Passed	315,389	244,759	334,383	329,845
3) Didn't Pass	87,813	171,078	116,067	122,268
<i>Gender Groups</i>				
4) Female	197,481	203,369	220,772	221,641
5) Male	205,093	211,762	229,242	230,008
<i>Race/Ethnicity Groups</i>				
6) Asian	37,965	38,286	42,238	42,330
7) Black	31,874	33,446	36,086	36,332
8) Hispanic	158,626	165,473	183,837	184,790
9) White	151,400	154,578	163,417	163,698
<i>Non-disadvantaged/Disadvantaged Groups</i>				
10) Non-disadvantaged	209,929	214,362	228,911	229,564
11) Economically Disadvantaged	132,306	137,951	180,413	181,434
12) English Learners	67,777	70,323	81,763	82,215
13) Disabilities	33,794	35,271	41,243	41,185

Test Preparation

Question 1 of the Student Questionnaire collected data on how students prepared for the tests. Responses to this question following the ELA and math tests are shown in Tables 3.3 and 3.4, respectively. Figure 3.1 displays the differences for each response by class.

Question 1: How did you prepare for this test? (Mark all that apply.)

- A. A teacher or counselor told me about the purpose and importance of the test.
- B. I practiced on questions similar to those on the test.
- C. A teacher spent time in class helping me to get ready to take the test.
- D. I did not do anything in addition to regular course work to prepare for this test.

TABLE 3.3. Student-reported Test Preparation for the ELA Test (by Class and Demographic Group)

Group	Class 2005				Class 2006			
	A	B	C	D	A	B	C	D
All	36.3%	18.4%	38.3%	33.1%	29.6%	31.0%	39.8%	29.5%
Passed	38.2%	18.8%	38.6%	34.8%	29.4%	32.3%	41.3%	31.9%
Didn't Pass	32.6%	16.8%	37.3%	26.2%	30.2%	26.8%	35.0%	21.7%
<i>Gender Groups</i>								
Female	39.4%	19.3%	40.4%	29.9%	31.1%	34.7%	42.7%	25.8%
Male	33.2%	17.4%	36.2%	36.4%	28.1%	27.3%	37.0%	33.2%
<i>Race/Ethnicity Groups</i>								
Asian	37.1%	17.0%	32.6%	38.3%	30.6%	31.5%	36.3%	33.2%
Black	36.2%	20.4%	42.5%	26.8%	28.8%	33.8%	41.5%	22.6%
Hispanic	37.5%	19.3%	43.1%	25.9%	30.8%	31.4%	41.6%	23.5%
White	34.4%	17.3%	34.2%	40.6%	27.7%	29.7%	38.5%	36.7%
<i>Non-disadvantaged/Disadvantaged Groups</i>								
Non-disadvantaged	35.7%	17.5%	34.9%	38.9%	28.3%	30.3%	39.1%	35.1%
Economically Disadvantaged	37.7%	19.6%	43.1%	25.9%	31.4%	32.3%	41.5%	23.0%
English Learners	36.7%	18.8%	41.9%	21.9%	31.4%	29.9%	39.7%	18.6%
Disabilities	32.3%	18.4%	40.2%	28.8%	29.2%	28.0%	36.7%	24.3%

TABLE 3.4. Student-reported Test Preparation for the Math Test (by Class and Demographic Group)

Group	Class 2005				Class 2006			
	A	B	C	D	A	B	C	D
All	32.0%	17.0%	29.0%	40.4%	26.6%	30.9%	26.2%	37.7%
Passed	32.6%	16.9%	26.4%	45.8%	25.8%	32.2%	26.0%	41.0%
Didn't Pass	31.2%	17.2%	32.9%	32.3%	28.5%	27.3%	26.6%	28.3%
<i>Gender Groups</i>								
Female	34.3%	18.1%	30.4%	37.6%	27.5%	34.8%	27.6%	34.6%
Male	29.7%	16.0%	27.7%	43.1%	25.6%	27.0%	24.8%	40.7%
<i>Race/Ethnicity Groups</i>								
Asian	31.7%	15.9%	21.6%	47.5%	25.5%	30.9%	19.9%	44.2%
Black	32.3%	18.6%	33.7%	33.4%	27.5%	32.7%	29.7%	29.3%
Hispanic	33.2%	18.4%	34.0%	32.8%	28.0%	32.8%	29.4%	30.1%
White	30.4%	15.5%	24.8%	48.1%	24.7%	28.0%	23.4%	46.5%
<i>Non-disadvantaged/Disadvantaged Groups</i>								
Non-disadvantaged	31.3%	15.6%	24.9%	47.1%	24.8%	29.2%	23.5%	45.2%
Economically Disadvantaged	33.3%	18.7%	34.1%	32.7%	28.5%	33.5%	29.5%	29.5%
English Learners	33.1%	19.1%	34.3%	27.4%	29.1%	33.1%	29.5%	23.3%
Disabilities	30.3%	17.8%	34.7%	32.4%	29.0%	27.4%	29.0%	28.6%

Students in the Class of 2006 were found to be more prepared than students in the Class of 2005. Compared to those in the Class of 2005, students in the Class of 2006 had a higher percentage that practiced sample questions and a lower percentage that made no extra effort in addition to regular course work to prepare for the tests. Students from the Class of 2006 may have used different strategies to prepare for the ELA test and for the math test. Students were more likely to report being helped by teachers in classes after taking the ELA test (40%) than after taking the math test (26%). On the other hand, students were much less likely to say they “didn’t do anything” besides regular course work to prepare for the math test than for the ELA test.

Practicing sample questions may be important for students to pass the tests because those students who “didn’t pass” reported a lower percentage for doing this activity than those students who “passed.” Students categorized as “disadvantaged” were more likely to get assistance in classes to prepare for the tests than students categorized as “non-disadvantaged.” Disadvantaged and “didn’t pass” students were less likely to respond “I didn’t do anything” than non-disadvantaged and “passed” students.

Compared to Black and Hispanic students, Asian and White students were less likely to report practicing sample tests and being helped by teachers in classes but more likely to claim making no extra effort other than regular course work. This suggests that the latter two groups may have found taking the tests easier than the former two groups.

Compared to the test preparation of male students, female students were more likely to report being told the importance of the tests, having practiced sample questions, and getting teachers’ help in classes, and were less likely to state they did not make extra effort besides regular course work.

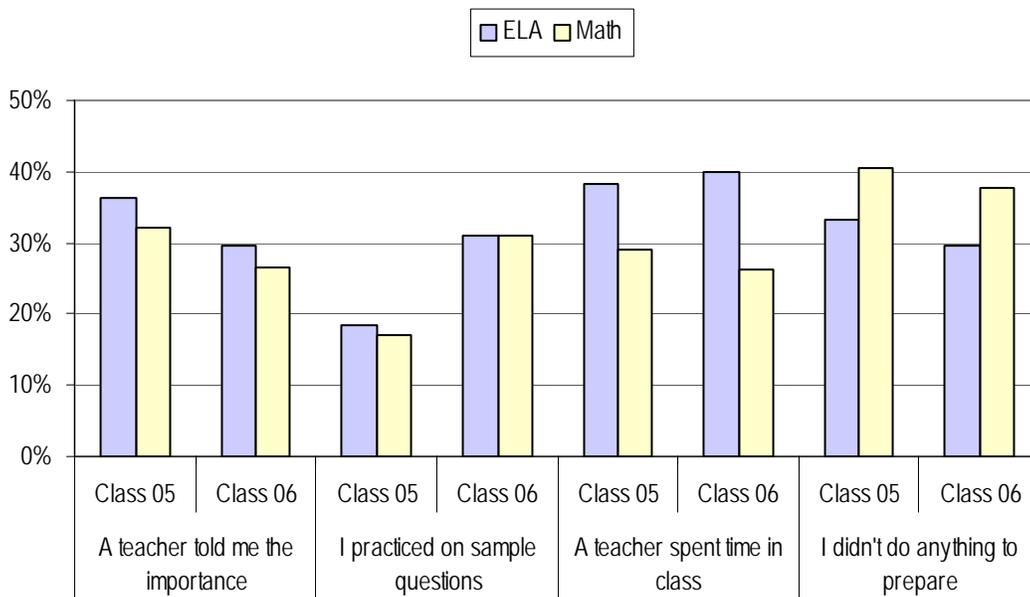


Figure 3.1. Students’ preparation activities for the ELA and math tests (by class).

Importance of the Test

Question 2 of the Student Questionnaire investigated how important the tests were perceived to be by test takers. Responses to this question following the ELA and math tests are presented in Tables 3.5 and 3.6, respectively.

Question 2: How important is this test to you?
A. Very important
B. Somewhat important
C. Not important

TABLE 3.5. Importance of the ELA Test as Perceived by Test Takers (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	75.9%	19.9 %	4.2%	73.9%	21.2%	4.9%
Passed	74.3%	21.2%	4.4%	72.3%	22.7%	5.0%
Didn't Pass	82.4%	14.4%	3.2%	79.2%	16.4%	4.4%
<i>Gender Groups</i>						
Female	79.3%	18.2%	2.5%	77.4%	19.6%	3.0%
Male	72.5%	21.6%	5.9%	70.4%	22.8%	6.7%
<i>Race/Ethnicity Groups</i>						
Asian	67.9%	26.3%	5.8%	64.5%	28.8%	6.6%
Black	84.3%	13.3%	2.4%	82.2%	14.5%	3.3%
Hispanic	84.7%	13.2%	2.0%	83.0%	14.4%	2.6%
White	67.2%	26.3%	6.5%	64.6%	28.2%	7.3%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	69.5%	24.8%	5.7%	67.3%	26.8%	6.0%
Economically Disadvantaged	84.4%	13.5%	2.2%	82.6%	14.6%	2.8%
English Learners	88.2%	10.4%	1.5%	86.0%	11.7%	2.3%
Disabilities	76.1%	18.9%	5.0%	74.3%	19.7%	6.1%

About three-quarters of the respondents rated both the ELA and math tests “very important” to them and another one-fifth rated them “somewhat important.” Less than 10 percent of the respondents thought the tests were not important to them.

Compared to the Class of 2006, students in the Class of 2005 had a slightly higher percentage reporting the test “very important” to them and a little lower percentage of students responding with “not important.” In each year, ratings for the ELA and the math tests were similar.

A higher percentage of students who didn’t pass reported the tests as “very important” compared to students who did pass. A higher percentage of students classified as disadvantaged reported the tests as “very important” compared to students categorized as non-disadvantaged.

TABLE 3.6. Importance of the Math Test as Perceived by Test Takers (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	75.0%	20.5%	4.4%	73.0%	21.9%	5.1%
Passed	70.3%	24.2%	5.6%	70.9%	23.6%	5.5%
Didn't Pass	82.1%	15.1%	2.8%	78.9%	17.2%	3.9%
<i>Gender Groups</i>						
Female	78.6%	18.8%	2.6%	76.6%	20.3%	3.1%
Male	71.5%	22.2%	6.3%	69.4%	23.5%	7.1%
<i>Race/Ethnicity Groups</i>						
Asian	66.5%	26.9%	6.6%	62.8%	29.4%	7.8%
Black	83.5%	13.8%	2.7%	81.7%	15.0%	3.3%
Hispanic	84.0%	13.9%	2.1%	82.3%	15.1%	2.6%
White	65.8%	27.3%	6.9%	63.1%	29.2%	7.7%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	68.4%	25.6%	6.1%	65.6%	27.4%	7.0%
Economically Disadvantaged	83.4%	14.2%	2.3%	81.7%	15.5%	2.8%
English Learners	87.4%	11.0%	1.6%	85.8%	12.2%	2.1%
Disabilities	74.9%	19.7%	5.3%	74.2%	20.2%	5.6%

A greater percentage of Asian and White students rated the tests as not important than Black and Hispanic students. While over 80 percent of Black and Hispanic students indicated that the tests were very important to them, less than 70 percent of the Asian and White students responded so. Compared to male students, 6 percent more female students rated the tests as very important to them.

Plans for High School and Beyond

Question 3 of the Student Questionnaire asked students how sure they were that they would graduate from high school. Responses to this question following the ELA and math tests are presented in Tables 3.7 and 3.8, respectively.

Question 3: Do you think you will graduate from high school?

- A. Yes
- B. No
- C. Not sure

TABLE 3.7. Student Expectations of High School Graduation After ELA Test (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	88.5%	1.1%	10.4%	87.8%	1.4%	10.7%
Passed	93.1%	0.6%	6.3%	93.2%	0.7%	6.1%
Didn't Pass	69.7%	3.1%	27.2%	70.2%	3.9%	25.9%
<i>Gender Groups</i>						
Female	89.6%	0.8%	9.6%	89.5%	0.9%	9.5%
Male	87.5%	1.4%	11.1%	86.2%	1.9%	11.9%
<i>Race/Ethnicity Groups</i>						
Asian	89.4%	0.8%	9.8%	90.4%	0.9%	8.7%
Black	90.3%	1.2%	8.5%	89.1%	1.9%	9.0%
Hispanic	82.6%	1.4%	16.0%	81.9%	1.8%	16.3%
White	94.1%	0.8%	5.1%	93.4%	1.1%	5.5%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	94.3%	0.7%	5.0%	94.0%	0.8%	5.1%
Economically Disadvantaged	82.1%	1.5%	16.4%	81.6%	1.9%	16.5%
English Learners	74.9%	1.9%	23.3%	75.2%	2.3%	22.5%
Disabilities	75.9%	2.9%	21.2%	73.5%	4.2%	22.2%

TABLE 3.8. Student Expectations of High School Graduation After Math Test (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Yes	B No	C Not Sure	A Yes	B No	C Not Sure
All	87.4%	1.5%	11.1%	86.9%	1.9%	11.3%
Passed	94.8%	0.7%	4.5%	92.4%	1.1%	6.5%
Didn't Pass	76.3%	2.7%	21.0%	71.2%	3.9%	24.9%
<i>Gender Groups</i>						
Female	88.6%	1.0%	10.3%	88.8%	1.2%	10.1%
Male	86.1%	2.0%	11.9%	85.0%	2.5%	12.5%
<i>Race/Ethnicity Groups</i>						
Asian	89.4%	1.0%	9.6%	89.8%	1.2%	9.0%
Black	89.3%	1.7%	9.0%	88.4%	2.2%	9.4%
Hispanic	81.3%	1.8%	16.9%	81.1%	2.1%	16.8%
White	93.0%	1.3%	5.7%	92.1%	1.7%	6.1%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	93.5%	1.0%	5.5%	92.8%	1.4%	5.7%
Economically Disadvantaged	81.0%	1.9%	17.1%	81.0%	2.2%	16.8%
English Learners	74.2%	2.2%	23.5%	75.2%	2.4%	22.4%
Disabilities	73.9%	3.8%	22.2%	73.1%	4.4%	22.6%

Overall, close to 90 percent of the examinees believed that they would graduate from high school. This was consistent across years and subjects.

About 75 percent or fewer of English learners, students receiving special education services, and “didn’t pass” students reported that they thought they would graduate from high school. Somewhat more than 80 percent of economically disadvantaged students reported that they thought they would graduate from high school. The percentages for each of these four groups were lower than that of either “passed” students (95%) or non-disadvantaged students (94%).

Of the four racial groups examined, over 90 percent of White students indicated that they would graduate from high school. Approximately 90 percent of Asian and Black students and about 80 percent of Hispanic students reported they would graduate from high school. A slightly higher percentage of female students indicated that they would graduate from high school compared to male students.

Question 4 of the Student Questionnaire asked the test takers if they believed the requirement to pass a test such as the CAHSEE would make it harder for them to graduate from high school. Responses to this question following the ELA and math tests are presented in Tables 3.9 and 3.10, respectively.

Question 4: Will it be harder to graduate because you have to pass a test like this?

- A. Yes, a lot harder
- B. Somewhat harder
- C. Not much harder at all
- D. I really don't know

Responses to this question indicate a relationship to Question 3. Overall (see Figure 3.2), about 60 percent of the test takers reported that the test made it “a lot harder” or “somewhat harder” for them to graduate from high school, and somewhat more than one-third responded with “not much harder at all.” Another about 10 percent of the respondents said they “really don’t know.” Responses to this question for the two classes were marginally different. A slightly higher percentage of students in the Class of 2005 indicated that it would be “a lot harder” or “somewhat harder” to graduate compared to the Class of 2006.

A higher percentage of students in the Class of 2006 than in the Class of 2005 indicated that it would not be much harder to graduate given the test requirement. After the ELA test, about 31 percent of Class of 2005 students and 34 percent of Class of 2006 students indicated that the test did not make high school graduation much harder for them. Slightly lower percentages of math test takers responded in a similar manner (27% last year and 31% this year).

A far greater percentage of disadvantaged students and students who did not pass reported that the test made it “a lot harder” or “somewhat harder” for them to graduate from high school (see Figure 3.3). It is worth noting that these are the same groups that had lower percentages related to thinking they would graduate from high school.

TABLE 3.9. Students' Perceived Impact of the ELA Test on High School Graduation (by Class and Demographic Group)

Group	Class 2005				Class 2006			
	A	B	C - Not	D	A	B	C - Not	D
	A Lot Harder	Somewhat Harder	Much Harder	Don't Know	A Lot Harder	Somewhat Harder	Much Harder	Don't Know
All	21.4%	37.6%	30.8%	10.2%	20.8%	34.1%	34.1%	11.1%
Passed	15.9%	39.2%	35.8%	9.1%	13.6%	34.9%	41.2%	10.3%
Didn't Pass	44.2%	30.9%	10.3%	14.7%	44.4%	31.3%	10.4%	13.8%
<i>Gender Groups</i>								
Female	20.8%	39.3%	29.5%	10.4%	20.1%	35.1%	33.4%	11.5%
Male	22.0%	35.8%	32.1%	10.0%	21.5%	33.1%	34.7%	10.7%
<i>Race/Ethnicity Groups</i>								
Asian	17.6%	35.1%	37.2%	10.1%	16.0%	30.7%	42.7%	10.6%
Black	26.5%	40.0%	24.2%	9.3%	26.1%	37.7%	25.8%	10.4%
Hispanic	30.0%	41.3%	18.1%	10.6%	29.8%	38.9%	20.1%	11.2%
White	12.7%	33.4%	44.0%	9.9%	11.3%	28.4%	49.1%	11.2%
<i>Non-disadvantaged/Disadvantaged Groups</i>								
Non-disadvantaged	12.8%	35.8%	42.2%	9.3%	11.2%	31.0%	47.4%	10.4%
Economically Disadvantaged	30.6%	40.3%	18.0%	11.1%	30.2%	38.0%	20.2%	11.6%
English Learners	39.3%	35.6%	12.1%	12.9%	39.9%	34.3%	13.2%	12.6%
Disabilities	41.4%	31.6%	12.7%	14.3%	42.6%	30.2%	12.6%	14.6%

TABLE 3.10. Students' Perceived Impact of the Math Test on High School Graduation (by Class and Demographic Group)

Group	Class 2005				Class 2006			
	A	B	C - Not	D	A	B	C - Not	D
	A Lot Harder	Somewhat Harder	Much Harder	Don't Know	A Lot Harder	Somewhat Harder	Much Harder	Don't Know
All	27.4%	38.5%	26.9%	7.2%	24.4%	36.9%	31.2%	7.4%
Passed	14.7%	39.8%	39.2%	6.3%	16.2%	37.6%	39.3%	6.8%
Didn't Pass	46.2%	36.7%	8.6%	8.6%	47.5%	34.8%	8.5%	9.2%
<i>Gender Groups</i>								
Female	27.7%	40.4%	25.0%	7.0%	24.5%	38.2%	30.1%	7.2%
Male	27.1%	36.7%	28.7%	7.5%	24.3%	35.5%	32.4%	7.7%
<i>Race/Ethnicity Groups</i>								
Asian	19.7%	35.2%	37.9%	7.2%	17.2%	32.3%	43.5%	7.0%
Black	34.8%	40.1%	18.4%	6.7%	31.4%	39.6%	21.9%	7.1%
Hispanic	36.7%	40.8%	14.8%	7.6%	33.6%	41.1%	17.7%	7.5%
White	17.9%	36.2%	39.1%	6.9%	14.6%	32.1%	45.7%	7.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>								
Non-disadvantaged	18.1%	38.1%	37.5%	6.2%	14.6%	34.3%	44.2%	6.9%
Economically Disadvantaged	36.8%	39.7%	15.3%	8.1%	33.7%	40.3%	18.2%	7.8%
English Learners	43.3%	35.5%	11.2%	9.9%	41.8%	36.9%	12.6%	8.7%
Disabilities	47.8%	30.2%	11.0%	11.0%	46.3%	31.8%	11.1%	10.7%

The response patterns of the four racial groups on this survey question were similar to those found on the Question 3. A higher percentage of Asian and White students thought the test would not make it much harder for them to graduate compared to a lower percentage of Black and Hispanic students who responded similarly.

Across years and subjects, a higher percentage of male students compared to female students indicated the test would not make it much harder for them to graduate. Although the two groups did not show much difference in reporting that the tests would make graduation “a lot harder,” higher percentages of female students than male students reported the CAHSEE would make graduation “somewhat harder.”

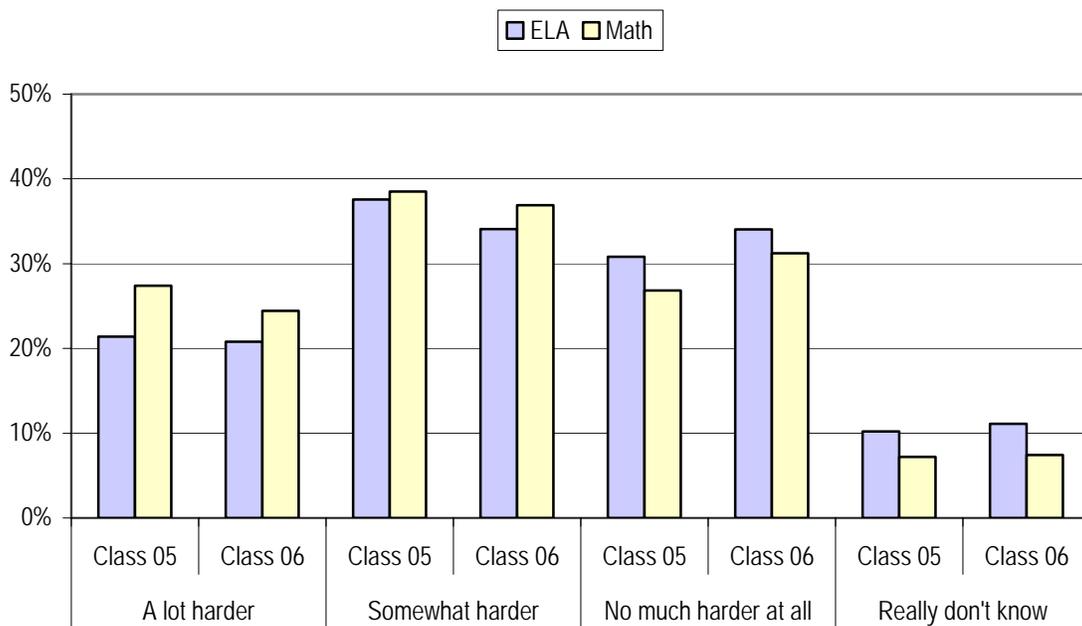


Figure 3.2. Percentage of students reporting impact of the CAHSEE on high school graduation (by class and test).

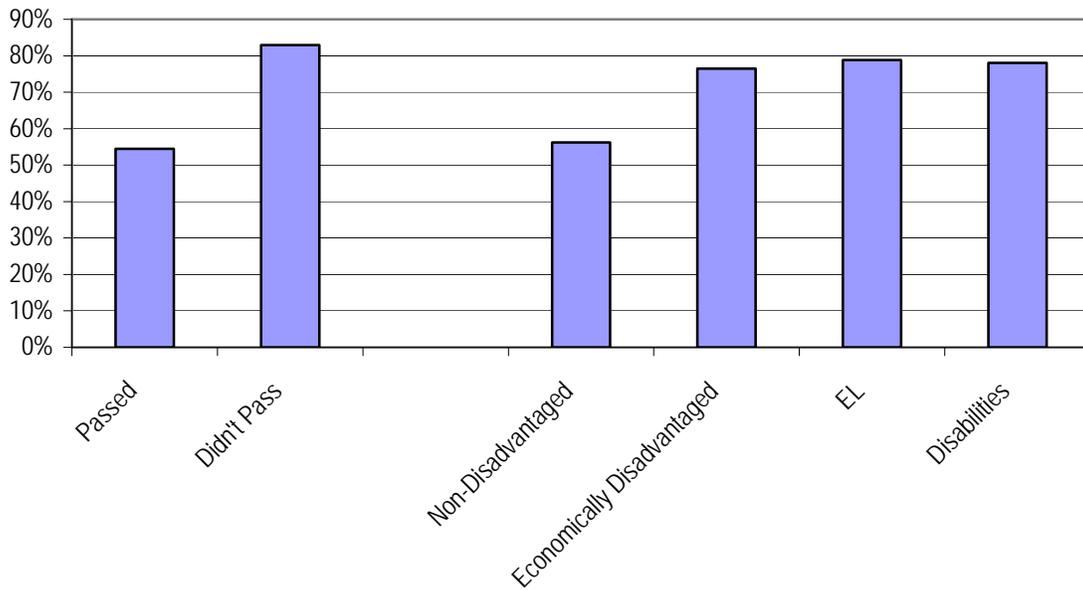


Figure 3.3. Percentage of Class of 2006 ELA test takers perceiving their high school graduation “A Lot Harder” (by demographic group).

Question 5 of the Student Questionnaire surveyed students on their future plans after graduating from high school. Responses to this question following the ELA and math tests are presented in Tables 3.11 and 3.12, respectively.

Question 5: What do you think you will do after high school?

- A. I will join the military.
- B. I will go to community college.
- C. I will go to a 4-year college or university.
- D. I will go to vocational, technical, or trade school.
- E. I will work full-time.
- F. I really don't know what I will do after high school.

Overall, responses to this question did not show much difference between the Classes of 2005 and 2006 or between ELA and math (see Figure 3.4). About 55 percent of students planned to go to a four-year college or university and 20 percent said they would go to a community college. Approximately 13 percent of students were not sure about what they would do after high school. Somewhat more than 5 percent of students said they would join the military. Less than 5 percent of the students planned to attend vocational/technical/trade schools and about the same percent of students said they would work full-time.

TABLE 3.11. ELA Test Takers' Post-High-School Plans (by Class and Demographic Group)

Group	Class 2005						Class 2006					
	A	B	C	D	E	F	A	B	C	D	E	F
All	6.0%	18.6%	56.4%	3.5%	3.3%	12.1%	5.9%	18.2%	55.0%	3.9%	3.4%	13.5%
Passed	4.9%	17.6%	61.7%	3.3%	1.9%	10.6%	4.7%	17.1%	61.1%	3.6%	1.7%	11.8%
Didn't Pass	10.6%	14.9%	34.8%	4.3%	9.1%	18.5%	10.0%	20.7%	35.0%	5.0%	9.0%	19.2%
<i>Gender Groups</i>												
Female	2.8%	20.0%	63.3%	2.0%	2.1%	9.8%	2.8%	19.7%	62.0%	2.4%	2.1%	11.0%
Male	9.3%	17.3%	49.4%	5.0%	4.5%	14.5%	9.0%	16.8%	48.0%	5.4%	4.8%	15.9%
<i>Race/Ethnicity Groups</i>												
Asian	2.4%	10.2%	77.6%	1.5%	1.3%	7.1%	2.3%	9.7%	77.4%	1.5%	1.3%	7.8%
Black	4.0%	15.0%	65.8%	3.4%	3.7%	8.1%	4.1%	14.9%	64.9%	3.4%	3.8%	8.9%
Hispanic	7.8%	20.7%	48.0%	3.7%	4.5%	15.2%	7.6%	19.9%	46.9%	4.2%	4.7%	16.6%
White	5.4%	19.5%	57.5%	3.8%	2.6%	11.2%	5.4%	19.4%	55.5%	4.4%	2.7%	12.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged Economically	4.5%	17.2%	63.3%	3.1%	2.0%	9.8%	4.4%	17.1%	61.9%	3.6%	1.9%	11.2%
Disadvantaged	7.6%	19.5%	49.5%	3.7%	4.8%	14.8%	7.4%	18.8%	48.8%	4.2%	5.0%	15.9%
English Learners	8.3%	20.9%	45.5%	3.4%	5.6%	16.3%	7.9%	19.5%	45.5%	3.8%	5.9%	17.4%
Disabilities	9.8%	25.7%	33.9%	5.4%	8.2%	16.9%	10.2%	24.2%	33.0%	5.8%	8.7%	18.1%

TABLE 3.12. Math Test Takers' Post-High-School Plans (by Class and Demographic Group)

Group	Class 2005						Class 2006					
	A	B	C	D	E	F	A	B	C	D	E	F
All	6.3%	19.0%	54.5%	3.5%	3.6%	13.0%	6.3%	18.1%	53.7%	3.9%	3.7%	14.2%
Passed	4.3%	15.3%	65.7%	2.9%	1.4%	10.3%	5.0%	16.4%	60.8%	3.5%	2.0%	12.3%
Didn't Pass	9.3%	37.1%	37.9%	4.3%	6.9%	17.1%	9.9%	25.5%	34.0%	4.9%	8.7%	19.6%
<i>Gender Groups</i>												
Female	3.0%	20.5%	61.7%	2.0%	2.3%	10.5%	3.0%	19.5%	61.0%	2.5%	2.3%	11.8%
Male	9.7%	17.5%	47.5%	4.9%	5.0%	15.5%	9.6%	16.7%	46.6%	5.3%	5.2%	16.6%
<i>Race/Ethnicity Groups</i>												
Asian	2.7%	10.5%	76.4%	1.4%	1.4%	7.7%	2.6%	9.7%	76.3%	1.5%	1.3%	8.5%
Black	4.4%	15.9%	63.5%	3.6%	4.0%	8.7%	4.5%	14.9%	63.8%	3.4%	3.9%	9.5%
Hispanic	8.1%	21.1%	46.0%	3.7%	4.9%	16.2%	7.8%	19.8%	45.7%	4.1%	5.2%	17.4%
White	5.7%	19.7%	56.1%	3.8%	2.8%	12.0%	6.0%	19.2%	54.3%	4.4%	2.9%	13.2%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged Economically	4.8%	17.5%	61.9%	3.1%	2.2%	10.6%	4.9%	16.9%	60.8%	3.5%	2.1%	11.7%
Disadvantaged	7.9%	19.9%	47.6%	3.6%	5.2%	15.8%	7.6%	18.6%	47.6%	4.1%	5.3%	16.8%
English Learners	8.5%	21.1%	43.8%	3.3%	5.9%	17.3%	8.1%	19.5%	44.3%	3.7%	6.2%	18.3%
Disabilities	10.3%	25.8%	32.7%	5.4%	8.4%	17.5%	10.3%	24.1%	32.2%	5.8%	9.1%	18.5%

For both 2005 and 2006 students who did not pass the exam reported that they did not know what they would do after high school (about 19%). Students who did not pass were also more likely to report plans to work (9%) or to enter the military (10%).

Higher percentages of Asian and Black students said they plan to go to college than did Hispanic and White students (see Figure 3.5). Higher percentages of Hispanic and White students reported plans to join the military or no specific plan than the other two racial groups. A higher percentage of female than male students indicated they planned to attend a four-year college, while a higher percentage of males reported plans for attending college, either community or four-year, than any other combination of choices (Tables 3.11 and 3.12).

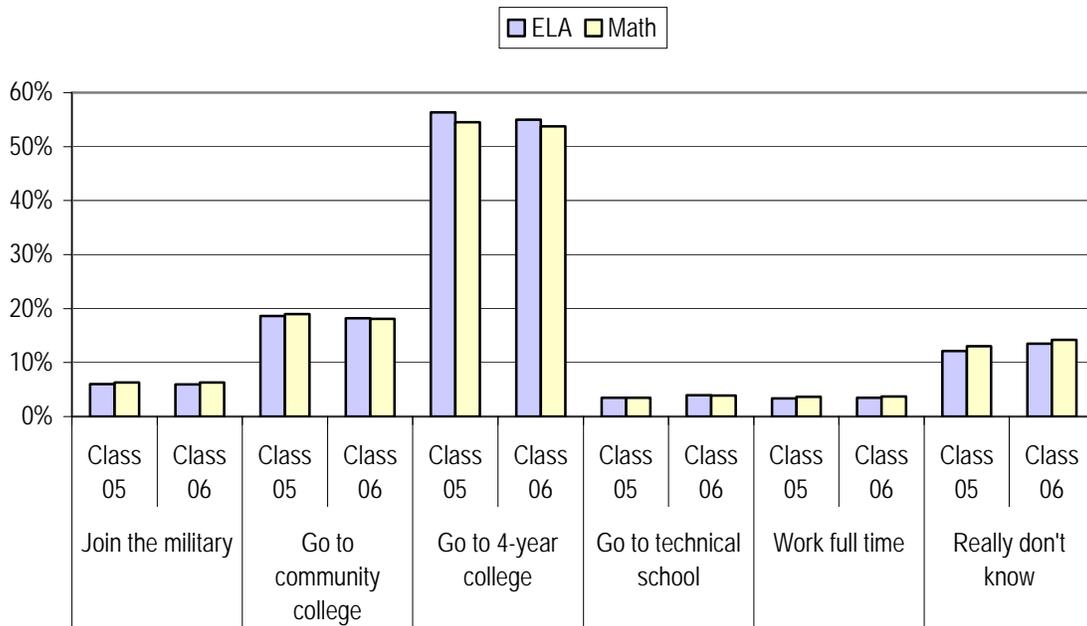


Figure 3.4. Percentage of students reporting various post-high plans (by class and test).

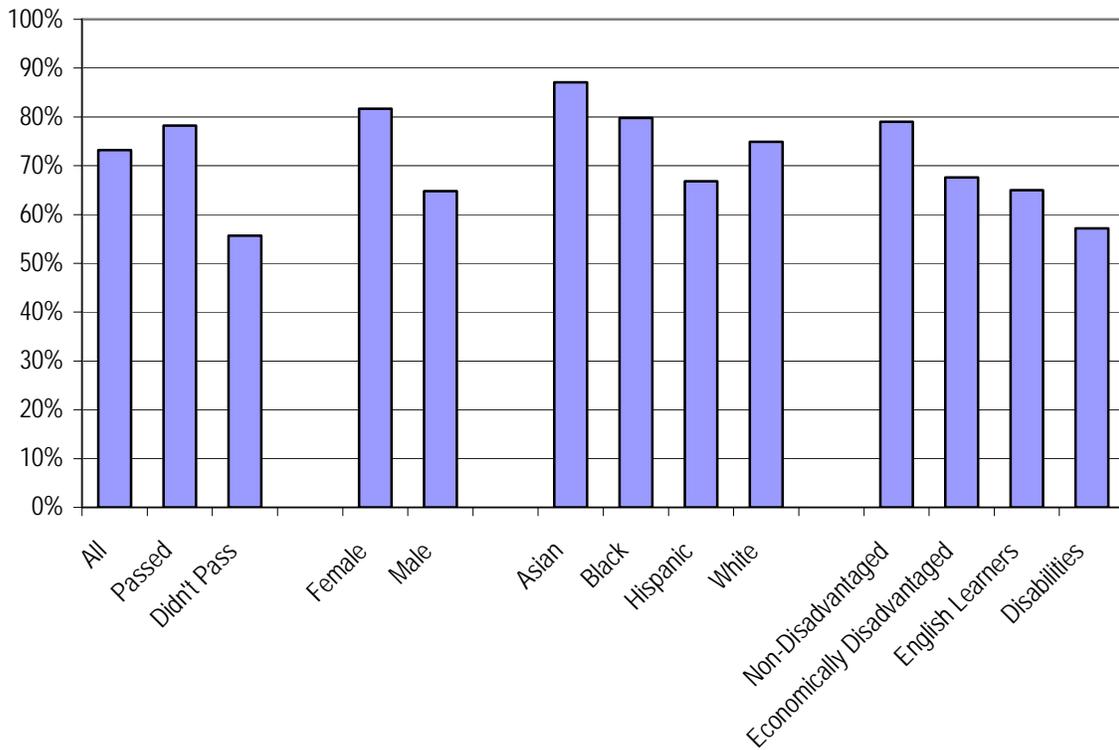


Figure 3.5. Percentage of Class of 2006 students planning to go to 2- or 4-year college after high school (by demographic group).

Question 6 of the Student Questionnaire asked test takers how certain they were about their after-high-school plans. Responses to this question following the ELA and math tests are presented in Tables 3.13 and 3.14, respectively.

Question 6: How sure are you about what you will do after high school?

- A. Very sure
- B. Somewhat sure
- C. Not sure at all

Of the four racial groups examined, a higher percentages of Black students reported they were more likely to feel “very sure” about their after-high-school plans (about 55% for both classes). The other three groups reported lower percentages of feeling “very sure” about their after-high-school plans (by 10 or more points) ranging from around 46 percent for Asian, about 44 percent for White, and about 42 percent for Hispanic students.

TABLE 3.13. ELA Test Takers' Certainty about Their Post-High School Plans (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	44.6%	43.8%	11.7%	42.1%	45.0%	13.0%
Passed	44.9%	44.5%	10.6%	42.3%	45.9%	11.8%
Didn't Pass	43.0%	40.8%	16.1%	41.2%	41.9%	16.9%
<i>Gender Groups</i>						
Female	47.3%	43.1%	9.6%	44.8%	44.7%	10.5%
Male	41.8%	44.4%	13.8%	39.3%	45.2%	15.5%
<i>Race/Ethnicity Groups</i>						
Asian	47.0%	42.5%	10.5%	45.1%	43.5%	11.4%
Black	56.6%	36.2%	7.2%	54.6%	36.9%	8.5%
Hispanic	41.8%	45.5%	12.7%	39.3%	46.6%	14.1%
White	44.9%	43.3%	11.8%	42.0%	44.9%	13.1%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	45.8%	43.4%	10.8%	43.2%	44.9%	11.9%
Economically Disadvantaged	42.9%	44.4%	12.6%	40.6%	45.4%	14.0%
English Learners	43.0%	42.5%	14.5%	41.0%	43.5%	15.6%
Disabilities	43.2%	42.0%	14.8%	41.0%	42.5%	16.5%

TABLE 3.14. Math Test Takers' Certainty about Their Post-High School Plans (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	45.1%	42.7%	12.2%	43.0%	43.7%	13.2%
Passed	45.9%	43.2%	10.9%	43.3%	44.6%	12.2%
Didn't Pass	44.0%	41.9%	14.1%	42.4%	41.4%	16.3%
<i>Gender Groups</i>						
Female	47.8%	42.4%	9.8%	45.7%	43.7%	10.6%
Male	42.5%	43.0%	14.5%	40.4%	43.7%	15.9%
<i>Race/Ethnicity Groups</i>						
Asian	47.2%	42.2%	10.7%	45.8%	42.5%	11.6%
Black	57.2%	34.9%	7.8%	55.7%	35.7%	8.6%
Hispanic	42.6%	44.0%	13.4%	40.5%	45.0%	14.5%
White	45.2%	42.7%	12.1%	42.9%	43.9%	13.2%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	46.3%	42.8%	10.9%	44.0%	44.0%	12.0%
Economically Disadvantaged	43.7%	42.9%	13.4%	41.8%	43.7%	14.4%
English Learners	43.8%	40.5%	15.7%	42.2%	41.5%	16.3%
Disabilities	44.2%	40.0%	15.8%	42.8%	40.6%	16.6%

Overall, close to 90 percent of the respondents indicated that they were “very sure” or “somewhat sure” about what they would do after high school.

A cross-tab analysis was run between students’ responses on Question 6 and Question 5. There is a consistent response pattern across years and subjects. Figure 3.6 shows the Class of 2006 ELA test takers’ response pattern on the two questions.

For those students who reported having a specific a plan, about 40 percent or more were “very sure” about their plan. While the students planning to attend four-year colleges had the highest percentage (more than 50%) of being “very sure,” those who thought they would work on a full-time basis were most likely (more than 10%) to be “not sure at all.”

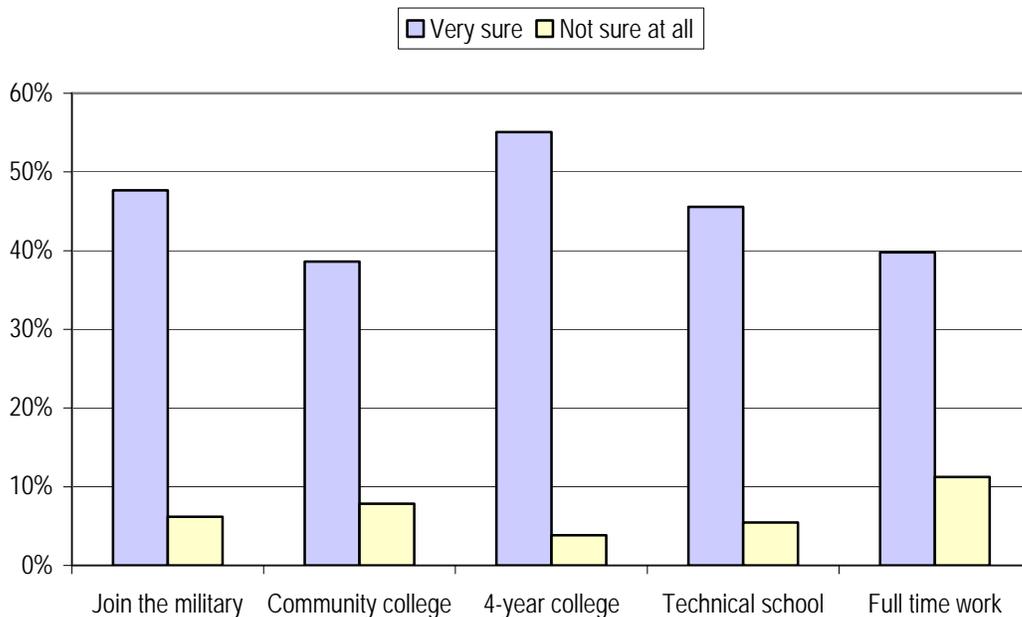


Figure 3.6. ELA test-takers’ certainty about post-high school plans (Class of 2006).

Perceived Test Performance and Influencing Factors

Question 7 of the Student Questionnaire asked the test takers whether they did as well as they could on the tests. Responses to this question following the ELA and math tests are presented in Tables 3.15 and 3.16, respectively.

Question 7: How well did you do on this test?
 A. I did as well as I could.
 B. I did not do as well as I could have.

TABLE 3.15. Students' Self-Reported Performance on the ELA Test (by Class and Demographic Group)

Group	Class 2005		Class 2006	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	82.5%	17.5%	85.2%	14.8%
Passed	84.9%	15.1%	88.5%	11.5%
Didn't Pass	72.9%	27.1%	74.0%	26.0%
<i>Gender Groups</i>				
Female	84.1%	15.9%	87.7%	12.3%
Male	80.9%	19.1%	82.7%	17.3%
<i>Race/Ethnicity Groups</i>				
Asian	79.4%	20.6%	83.4%	16.6%
Black	83.6%	16.4%	85.3%	14.7%
Hispanic	80.0%	20.0%	82.7%	17.3%
White	85.8%	14.2%	88.3%	11.7%
<i>Non-disadvantaged/Disadvantaged Groups</i>				
Non-disadvantaged	85.3%	14.7%	88.1%	11.9%
Economically Disadvantaged	79.7%	20.3%	82.6%	17.4%
English Learners	75.6%	24.4%	78.6%	21.4%
Disabilities	78.7%	21.3%	79.1%	20.9%

TABLE 3.16. Students' Self-Reported Performance on the Math Test (by Class and Demographic Group)

Group	Class 2005		Class 2006	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	71.8%	28.2%	78.8%	21.2%
Passed	77.3%	22.7%	81.7%	18.3%
Didn't Pass	63.7%	36.3%	70.6%	29.4%
<i>Gender Groups</i>				
Female	70.5%	29.5%	78.4%	21.6%
Male	73.2%	26.8%	79.2%	20.8%
<i>Race/Ethnicity Groups</i>				
Asian	78.3%	21.7%	83.1%	16.9%
Black	69.6%	30.4%	76.7%	23.3%
Hispanic	68.5%	31.5%	76.3%	23.7%
White	74.5%	25.5%	81.1%	18.9%
<i>Non-disadvantaged/Disadvantaged Groups</i>				
Non-disadvantaged	74.0%	26.0%	80.7%	19.3%
Economically Disadvantaged	69.6%	30.4%	77.2%	22.8%
English Learners	70.1%	29.9%	77.1%	22.9%
Disabilities	68.6%	31.4%	75.7%	24.3%

Overall, above 80 percent of the respondents reported they did as well as they could on the ELA test and above 70 percent believed so on the math test. A higher percentage of students in the Class of 2006 than in the Class of 2005 said they did as well as they could, a response trend that was even more apparent on the math test.

Regardless of the test time or the subject, about 30 percent of the “didn’t pass” students reported “I did not do as well as I could,” more than 10 percent higher than the “passed” group. A similar response pattern was also observed in comparing disadvantaged and non-disadvantaged students.

Among the four racial groups examined, a higher percentage of White students reported they had performed as well as they could on the ELA test, while a higher percentage of Asian students reported so on the math test. A higher percentage of female students, compared to male students, reported they had performed as well as they could on the ELA test, while a slightly higher percentage of males reported so on the math test.

Question 8 of the Student Questionnaire investigated the main reasons that students did not do as well as they could on the test. Only students who answered “I did not do as well as I could have” on Question 7 were supposed to answer Question 8. Responses to the question following the ELA and math tests are presented in Tables 3.17 and 3.18, respectively. It should be noted that one response for the question was worded differently in the two administration years. For simplicity, on Figure 3.7, “the fourth choice” was used as the label for this response option.

Question 8: The main reasons I did not do as well on this test as I could have are (mark all that apply):

- A. I was too nervous to do as well as I could.
- B. I was not motivated to do well.
- C. I did not have time to do as well as I could.
- D. 1. There were questions on this test that cover topics I was never taught (*for the Class of 2005*).
2. Conditions in the testing room made it difficult to concentrate (*for the Class of 2006*).
- E. There are questions on this test that cover topics I was taught, but I did not remember how to answer them.
- F. There were other reasons why I did not do as well as I could.

TABLE 3.17. Percentage of Students Reporting Reasons They Did Not Do as Well as They Could on the ELA Test (by Class and Demographic Group)

Group	Class 2005						Class 2006					
	A	B	C	D	E	F	A	B	C	D	E	F
All	29.8%	23.0%	5.6%	17.0%	21.2%	45.4%	28.7%	21.2%	8.6%	18.6%	19.1%	41.7%
Passed	30.3%	25.7%	5.3%	15.0%	21.6%	50.6%	26.8%	23.0%	7.8%	20.9%	18.6%	47.5%
Didn't Pass	29.3%	16.8%	6.3%	21.8%	20.3%	33.6%	31.3%	18.7%	9.8%	15.0%	19.9%	33.3%
<i>Gender Groups</i>												
Female	36.9%	18.7%	4.6%	15.3%	23.2%	45.9%	35.8%	17.3%	7.2%	18.4%	20.8%	42.0%
Male	23.8%	26.7%	6.5%	18.5%	19.5%	45.1%	23.6%	24.0%	9.6%	18.7%	17.9%	41.6%
<i>Race/Ethnicity Groups</i>												
Asian	25.8%	24.7%	5.3%	16.8%	18.8%	48.9%	24.0%	23.9%	8.7%	20.1%	16.7%	45.0%
Black	31.5%	20.6%	6.7%	18.3%	20.4%	40.6%	30.0%	18.0%	9.1%	16.1%	18.1%	38.3%
Hispanic	33.7%	17.3%	5.7%	17.8%	23.7%	40.5%	32.8%	17.1%	9.0%	16.9%	21.3%	37.5%
White	25.3%	30.8%	5.3%	16.0%	18.4%	52.2%	23.6%	27.7%	7.7%	21.2%	16.5%	47.5%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged Economically	27.6%	30.1%	5.3%	14.2%	19.2%	50.7%	24.9%	26.5%	7.7%	20.5%	16.3%	46.3%
Disadvantaged	32.5%	17.0%	6.1%	19.1%	23.6%	41.1%	31.7%	17.2%	9.3%	17.4%	21.4%	38.4%
English Learners	31.9%	12.7%	6.0%	21.3%	21.5%	34.2%	33.6%	14.5%	10.0%	15.0%	20.6%	32.8%
Disabilities	27.9%	18.8%	6.9%	22.3%	22.7%	39.3%	31.2%	18.8%	10.2%	16.3%	20.8%	33.6%

TABLE 3.18. Percentage of Students Reporting Reasons They Did Not Do as Well as They Could on the Math Test (by Class and Demographic Group)

Group	Class 2005						Class 2006					
	A	B	C	D	E	F	A	B	C	D	E	F
All	19.7%	14.7%	3.8%	34.3%	48.4%	28.1%	21.7%	16.9%	5.0%	13.2%	51.6%	32.9%
Passed	17.7%	16.6%	3.5%	28.7%	54.6%	30.4%	19.8%	17.0%	4.4%	14.2%	56.7%	33.2%
Didn't Pass	21.6%	12.9%	4.0%	39.5%	42.7%	25.9%	24.9%	16.7%	6.1%	11.6%	42.5%	32.3%
<i>Gender Groups</i>												
Female	22.4%	11.5%	2.8%	34.1%	55.9%	27.0%	24.4%	12.9%	3.4%	12.3%	60.9%	32.1%
Male	16.8%	18.1%	4.9%	34.4%	40.4%	29.3%	18.9%	20.9%	6.7%	14.2%	41.9%	33.7%
<i>Race/Ethnicity Groups</i>												
Asian	17.7%	18.5%	3.7%	23.0%	45.5%	31.5%	17.4%	21.6%	4.8%	14.8%	47.5%	32.9%
Black	19.5%	12.8%	4.3%	37.1%	46.7%	25.2%	22.9%	14.9%	5.5%	12.6%	49.6%	31.5%
Hispanic	22.2%	11.5%	3.6%	33.8%	47.7%	25.5%	24.8%	13.9%	4.9%	11.9%	51.1%	30.9%
White	17.1%	18.3%	3.9%	36.9%	49.9%	31.4%	18.5%	20.5%	5.0%	14.8%	53.0%	35.9%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged	18.2%	17.7%	3.7%	33.7%	52.6%	29.7%	19.1%	19.2%	4.8%	14.2%	54.9%	33.4%
Economically Disadvantaged	21.5%	11.9%	3.9%	34.4%	46.9%	26.4%	24.2%	14.4%	5.3%	12.5%	49.9%	32.1%
English Learners	24.0%	9.8%	4.4%	31.4%	38.6%	23.3%	27.0%	13.3%	6.0%	11.4%	41.8%	28.3%
Disabilities	20.6%	13.2%	5.7%	42.8%	34.1%	28.1%	25.1%	17.0%	7.9%	12.8%	37.2%	33.2%

As shown in Figure 3.7 for both the Class of 2005 and Class of 2006, about one-third of the ELA test takers and one-fifth of the math takers reported they were “too nervous” to do as well as they could on the test. About 20 percent of examinees selected “not motivated” or “did not remember” to explain why they did not perform on the test as well as they could have. About 15 percent of the Class of 2005 ELA test takers reported they had never been taught on some topics covered by the test, and about 20 percent of the Class 2006 students reported that the conditions in the test room made it hard for them to concentrate. In both classes, about 50 percent of the math test takers and 20 percent of the ELA test takers reported that they could not do better because they forgot something they had been taught.

For both the Class of 2005 and the Class of 2006, less than 10 percent of the ELA test takers and less than 5 percent of the math test takers reported that they could do better if they were given more time. More of the ELA test takers (about 40%) than the math test takers (about 30%) selected “other reasons” to explain why they did not do as well as they could have.

Higher percentages of students who did not pass and disadvantaged students reported being “too nervous” and “didn’t have enough time” than students in the “passed” and “non-disadvantaged” categories, but had lower percentages responding that they were “not motivated.”

Higher percentages of Black and Hispanic students, compared to Asian and White students, reported being “too nervous” and “didn’t have enough time” Of the

four racial groups, Hispanic students had the highest percentages reporting they could not remember things that had been taught on the ELA test, and percentages reporting they could not remember things were highest for Whites on the math test.

Higher percentages of female students than male students reported that they were “too nervous” and forgot what they had been taught. Meanwhile, a higher percentage of male students reported they were “not motivated” than female students.

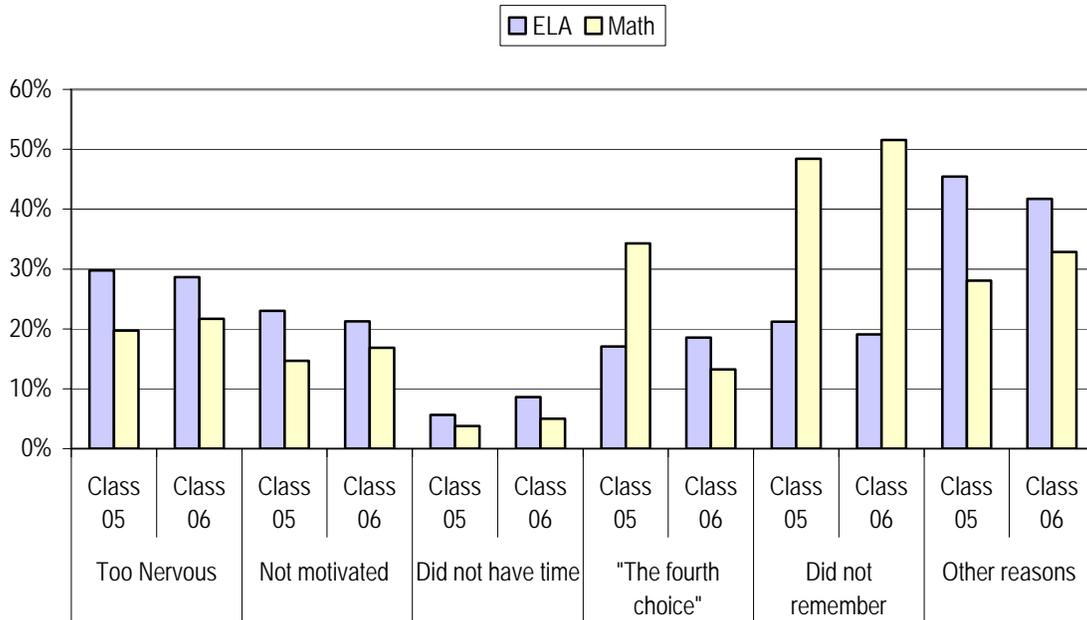


Figure 3.7. Percentage of students reporting reasons they did not do as well as they could on the CAHSEE (by Class and Test).

Question 9 of the Student Questionnaire investigated whether all of the tested topics were covered in the courses that students had taken. Responses to this question following the ELA and math tests administered to the Class of 2006 are presented in Tables 3.19 and 3.20, respectively.

Question 9: Were the topics on the test covered in courses you have taken?

- A. Yes, all of them.
- B. Most, but not all of them (two-thirds or more were covered).
- C. Many topics on the test were not covered in my courses (less than two-thirds were covered).

TABLE 3.19. Student Self-reported Exposure to Topics on the ELA Test (by Class and Demographic Group)

Group	Class 2006		
	A All Covered	B Most Covered	C- Many Not Covered
All	46.1%	45.4%	8.5%
Passed	52.0%	42.0%	6.0%
Didn't Pass	26.7%	56.3%	17.0%
<i>Gender Groups</i>			
Female	48.8%	44.2%	7.0%
Male	43.4%	46.5%	10.1%
<i>Race/Ethnicity Groups</i>			
Asian	49.0%	42.0%	9.0%
Black	39.4%	49.8%	10.8%
Hispanic	38.7%	51.4%	9.9%
White	54.5%	38.8%	6.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	54.8%	39.2%	5.9%
Economically Disadvantaged	37.4%	51.8%	10.8%
English Learners	30.3%	55.7%	14.0%
Disabilities	30.7%	52.8%	16.5%

TABLE 3.20. Student Self-reported Exposure to Topics on the Math Test (by Class and Demographic Group)

Group	Class 2006		
	A All Covered	B Most Covered	C- Many Not Covered
All	39.9%	48.6%	11.4%
Passed	47.0%	45.2%	7.8%
Didn't Pass	20.0%	58.3%	21.7%
<i>Gender Groups</i>			
Female	40.7%	49.5%	9.8%
Male	39.2%	47.8%	13.0%
<i>Race/Ethnicity Groups</i>			
Asian	57.1%	36.1%	6.8%
Black	29.7%	55.0%	15.3%
Hispanic	31.6%	55.5%	12.9%
White	46.7%	43.0%	10.4%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	48.7%	42.5%	8.8%
Economically Disadvantaged	31.6%	55.1%	13.2%
English Learners	28.1%	57.8%	14.1%
Disabilities	22.3%	54.4%	23.3%

Overall, about 45 percent of the ELA test takers and 40 percent of the math test takers indicated that all the tested topics had been covered in their courses (Figure 3.8). Between 44 (ELA) and 48 (math) percent of students reported that they had been taught most (more than two-thirds) of the topics covered on each of the tests. Only about 10 percent of students reported they had not learned many of the topics on the tests.

Compared to “passed” and non-disadvantaged students, higher percentages of “didn’t pass” and disadvantaged students reported having not learned all the topics on the test (Figure 3.9). This response pattern was more pronounced in the “didn’t pass” student group and the students receiving special education services group.

Among the four racial groups, White students (55%) were most likely to say they had learned all of topics on the ELA test, while Asian students (57%) were most likely to respond similarly about the topics on the math test. Compared with Whites and Asians, Black and Hispanic students generally reported a higher proportion of topics covered on the tests had not been taught.

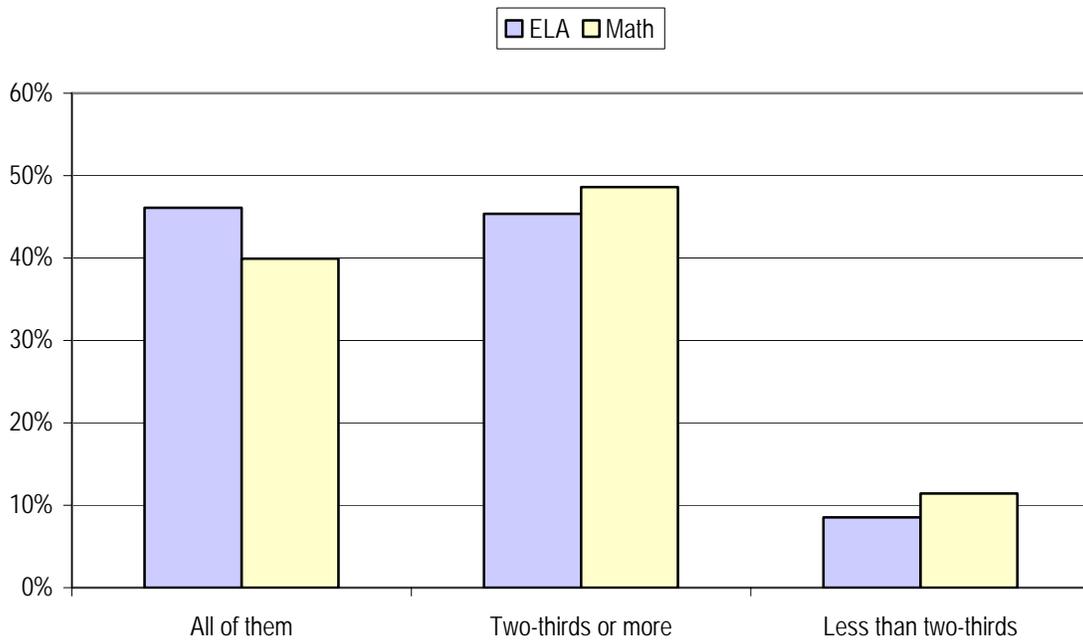


Figure 3. 8. Percentage of Class of 2006 students reporting receiving instruction in all/most/some topics on the CAHSEE (by Test).

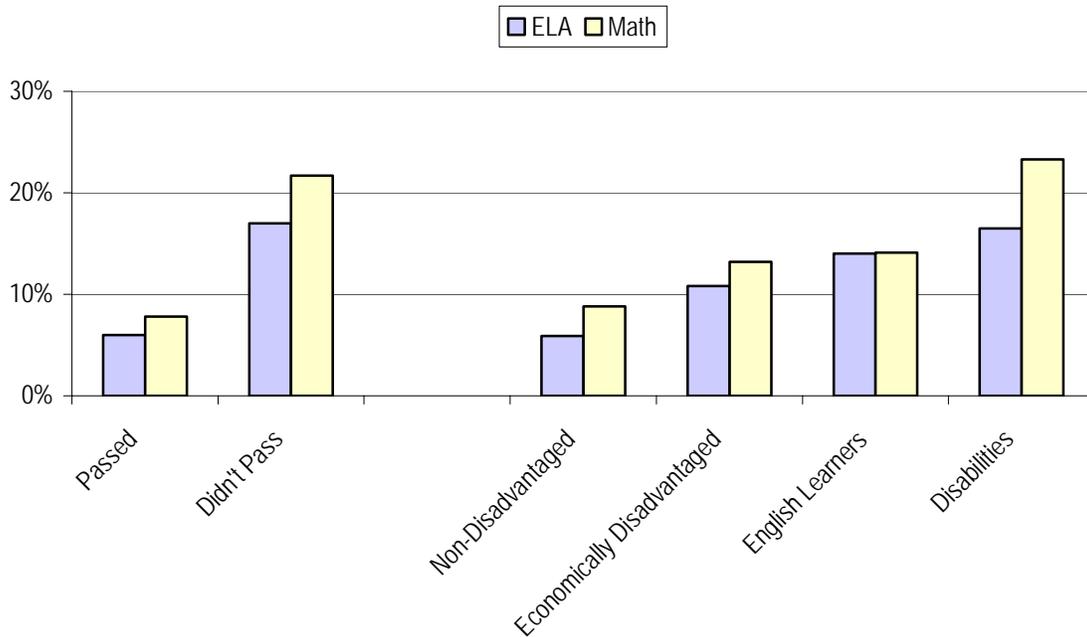


Figure 3.9. Percentage of Class of 2006 students reporting “many topics of the test were not covered in my courses” (by test and demographic group).

Question 10 of the Student Questionnaire surveyed how familiar the students were with the types of questions covered on the tests. Responses to this question following the ELA and math tests administered to the Class of 2006 are presented in Tables 3.21 and 3.22, respectively.

Question 10: Were any of the questions on the test different from the types of questions or answer opinions you have encountered in your homework assignments or classroom tests?

- A. Yes, many were different from anything I had seen before.
- B. Yes, a few were different from anything I had seen before.
- C. No, all were similar to ones used in my classes.

TABLE 3.21. Class of 2006 Students' Familiarity with the Types of Questions on the ELA Test (by Demographic Group)

Group	Class 2006		
	A Many different	B A few different	C All similar
All	13.4%	52.0%	34.5%
Passed	9.6%	50.8%	39.5%
Didn't Pass	25.9%	55.8%	18.3%
<i>Gender Groups</i>			
Female	9.9%	50.6%	39.6%
Male	17.0%	53.4%	29.6%
<i>Race/Ethnicity Groups</i>			
Asian	13.9%	51.7%	34.4%
Black	16.1%	52.7%	31.2%
Hispanic	15.5%	56.0%	28.5%
White	10.7%	47.3%	41.9%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	9.9%	48.3%	41.9%
Economically Disadvantaged	16.3%	56.2%	27.4%
English Learners	22.1%	58.2%	19.8%
Disabilities	25.7%	52.8%	21.4%

TABLE 3.22. Class of 2006 Students' Familiarity with the Types of Questions on the Math Test (by Demographic Group)

Group	Class 2006		
	A Many different	B A few different	C All similar
All	14.6%	51.3%	34.0%
Passed	10.3%	49.3%	40.5%
Didn't Pass	27.0%	57.2%	15.9%
<i>Gender Groups</i>			
Female	11.6%	51.8%	36.6%
Male	17.7%	50.8%	31.5%
<i>Race/Ethnicity Groups</i>			
Asian	10.3%	41.9%	47.8%
Black	19.7%	55.0%	25.4%
Hispanic	17.0%	57.1%	25.9%
White	12.2%	46.4%	41.4%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	10.7%	46.5%	42.8%
Economically Disadvantaged	17.7%	56.6%	25.7%
English Learners	21.1%	58.6%	20.3%
Disabilities	30.9%	52.3%	16.8%

Overall, more than one-third of the respondents indicated that the test questions were “similar to ones used in my classes,” but more than half of the students responded that a few of the questions on the tests “were different from anything I had seen before.” Less than 15 percent of students reported that many question types on the tests had not been encountered in their homework assignments or classroom tests.

Compared to students who passed and non-disadvantaged students, the “didn’t pass” and disadvantaged students reported higher percentages that they were not familiar with the types of questions on the tests (Figure 3.10). The group differences found in this question were consistent with those found on Question 9.

Again, similar to the response patterns shown in the Question 9, among the four racial groups, a lower percentages of White students reported that they were unfamiliar with the types of questions on the ELA test, while a lower percentage of Asian students reported they were unfamiliar with the types of questions on the math test.

Approximately 17 percent of male students reported that they were not familiar with many types of the questions on both the ELA and math tests compared to 10 percent of females for the ELA test and 12 percent for the math test.

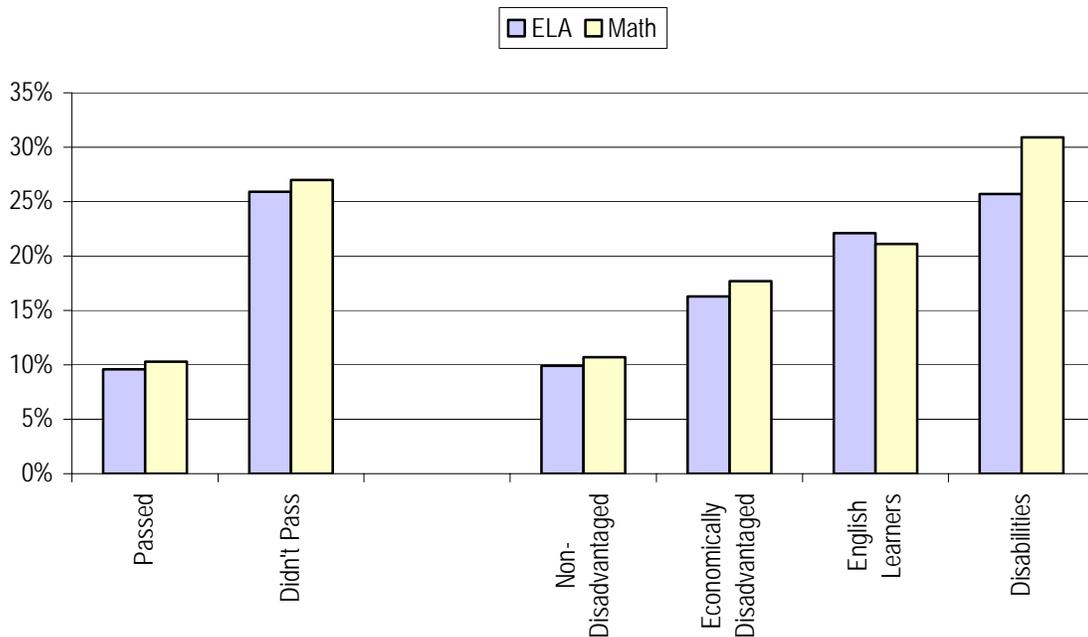


Figure 3.10. Percentages of Class of 2006 students who were unfamiliar with the types of test questions (by test, pass/did not pass, and disadvantaged group).

Question 11 of the Student Questionnaire surveyed students' familiarity with the questions on the tests from another perspective. It asked test takers if the questions on the tests were more difficult than their course work. Responses to this question following the ELA and math tests administered to the Class of 2006 are presented in Tables 3.23 and 3.24, respectively.

Question 11: Were the questions on this test more difficult than questions you were given in classroom tests or homework assignment?

- A. Yes, the test questions were generally more difficult than the questions I encountered in my course work.
- B. The test questions were generally about as difficult as the questions I encountered in my course work.
- C. No, the questions were not more difficult than questions I encountered in my course work.

TABLE 3.23. Class of 2006 Students' Perceived Difficulty of the Questions on the ELA Test (by Demographic Group)

Group	Class 2006		
	A More difficult	B About as difficult	C Not more difficult
All	18.8%	43.0%	38.3%
Passed	13.2%	42.8%	44.0%
Didn't Pass	36.9%	43.6%	19.5%
<i>Gender Groups</i>			
Female	14.6%	43.5%	41.9%
Male	22.9%	42.4%	34.7%
<i>Race/Ethnicity Groups</i>			
Asian	16.5%	37.7%	45.8%
Black	22.2%	41.1%	36.7%
Hispanic	23.8%	48.6%	27.5%
White	13.5%	38.2%	48.3%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	12.1%	39.2%	48.7%
Economically Disadvantaged	24.9%	47.5%	27.6%
English Learners	33.2%	46.9%	19.9%
Disabilities	35.4%	41.9%	22.8%

TABLE 3.24. Class of 2006 Students' Perceived Difficulty of the Questions on the Math Test (by Demographic Group)

Group	Class 2006		
	A More difficult	B About as difficult	C Not more difficult
All	24.0%	42.4%	33.5%
Passed	17.6%	42.3%	40.1%
Didn't Pass	42.3%	42.8%	14.9%
<i>Gender Groups</i>			
Female	21.8%	44.6%	33.6%
Male	26.3%	40.3%	33.5%
<i>Race/Ethnicity Groups</i>			
Asian	13.5%	33.4%	53.1%
Black	31.8%	42.3%	25.9%
Hispanic	29.6%	48.0%	22.4%
White	19.3%	38.1%	42.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	17.4%	39.1%	43.6%
Economically Disadvantaged	29.8%	46.7%	23.5%
English Learners	33.8%	47.1%	19.1%
Disabilities	44.9%	38.3%	16.9%

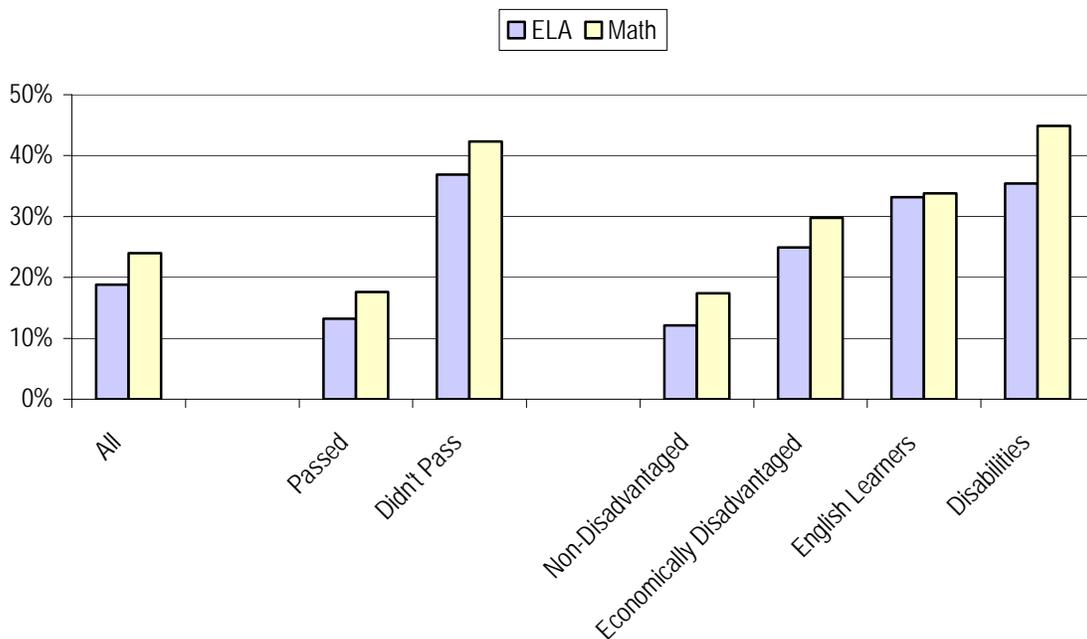


Figure 3.11. Percentages of Class of 2006 students perceiving test questions to be more difficult than their classroom tests and homework (by test, pass/did not pass, and disadvantaged group).

Overall, about 75 to 80 percent of the test takers responded that the questions on the tests were either “not more difficult than” or “as difficult as their course work” (Figure 3.11). Percentages for the ELA test takers (81%) were higher than for math test takers (76%).

Consistent with the response patterns found on the previous two questions, higher percentages of disadvantaged students and those who did not pass the tests compared to non-disadvantaged students and those who did pass the tests reported that the test questions were more difficult than their course work.

Higher percentages of Black and Hispanic students reported the test questions as more difficult than their course work, compared to Asian and White students. A higher percentage of male students than female students said the test questions were more difficult than their coursework.

Question 12 of the Student Questionnaire investigated the reasons that students found the tests difficult. Responses to this question following the ELA and math tests administered to the Class of 2006 are presented in Tables 3.25 and 3.26, respectively.

Question 12: If some topic on the test were difficult for you, was it because:

- A. I did not take courses that covered these topics.
- B. I had trouble with these topics when they were covered in courses I took.
- C. I have forgotten things I was taught about these topics.
- D. None of the topics was difficult for me.

TABLE 3.25. Class of 2006 Students’ Reasons That Topics Were Difficult on the ELA Test (by Demographic Group)

Group	Class 2006			
	A	B	C	D
All	8.3%	17.5%	38.4%	35.7%
Passed	5.7%	13.9%	38.4%	41.9%
Didn't Pass	16.9%	29.1%	38.4%	15.6%
<i>Gender Groups</i>				
Female	6.9%	16.3%	40.1%	36.7%
Male	9.8%	18.7%	36.7%	34.9%
<i>Race/Ethnicity Groups</i>				
Asian	9.3%	15.7%	36.5%	38.6%
Black	10.5%	18.2%	35.9%	35.4%
Hispanic	10.3%	21.6%	43.7%	24.3%
White	5.7%	13.4%	33.3%	47.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>				
Non-disadvantaged	5.2%	13.0%	35.5%	46.3%
Economically Disadvantaged	11.1%	21.7%	42.5%	24.7%
English Learners	15.8%	26.4%	41.5%	16.4%
Disabilities	15.4%	27.5%	35.5%	21.6%

TABLE 3.26. Class of 2006 Students' Reasons That Topics Were Difficult on the Math Test (by Demographic Group)

Group	Class 2006			
	A	B	C	D
All	13.5%	22.8%	44.7%	19.0%
Passed	10.3%	18.9%	48.0%	22.9%
Didn't Pass	22.7%	33.8%	35.4%	8.0%
<i>Gender Groups</i>				
Female	11.4%	24.7%	48.5%	15.4%
Male	15.6%	20.9%	41.0%	22.5%
<i>Race/Ethnicity Groups</i>				
Asian	8.3%	14.0%	45.2%	32.5%
Black	17.2%	28.1%	40.8%	13.9%
Hispanic	15.4%	27.8%	45.9%	10.9%
White	12.2%	18.5%	43.5%	25.8%
<i>Non-disadvantaged/Disadvantaged Groups</i>				
Non-disadvantaged	10.2%	18.6%	45.6%	25.6%
Economically Disadvantaged	15.8%	27.2%	44.9%	12.0%
English Learners	18.3%	28.7%	43.2%	9.9%
Disabilities	27.2%	28.3%	32.8%	11.8%

Overall, more than one-third (36%) of the ELA test takers and about one-fifth (19%) of the math test takers said they did not find the tests difficult. Ranked from most to least frequently selected (Figure 3.12), the three reasons students gave for finding the tests difficult were: “I have forgotten things I was taught about these topics” (about 40%), “I had trouble with these topics when they were covered in courses I took” (about 20%), and “I did not take courses that covered these topics” (about 10%).

Compared to students who passed, a higher percentage of those who did not pass the test reported that they did not take related courses and they had troubles with the tested topics when taking the courses (Figure 3.13). However, a higher percentage of those who passed the math test reported forgetting the topics they had been taught than those who did not pass the test. The response patterns of non-disadvantaged students versus disadvantaged (Figure 3.14) students were similar to those found between the “passed” and the “didn’t pass” groups.

Among the four race/ethnicity groups, higher percentages of Asian and White students reported that the tests were not difficult for them. Higher percentages of Black and Hispanic students responded that they had trouble with a topic during related courses. About 44 percent of Hispanic students (the highest rate of the 4 racial groups) reported forgetting things about topics on the ELA test.

When asked to explain why the tests were difficult for them, higher percentages of female students than male students indicated that they “have forgotten” while higher percentages of males reported that they “did not take courses.”

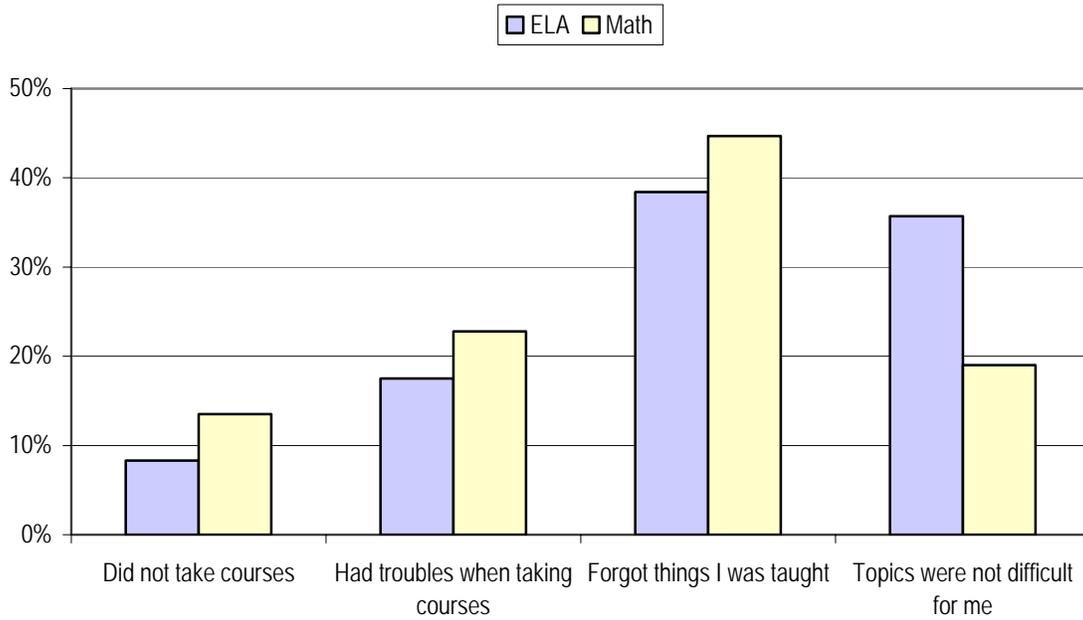


Figure 3.12. Percentages of Class of 2006 students citing various reasons that test topics were difficult (by test).

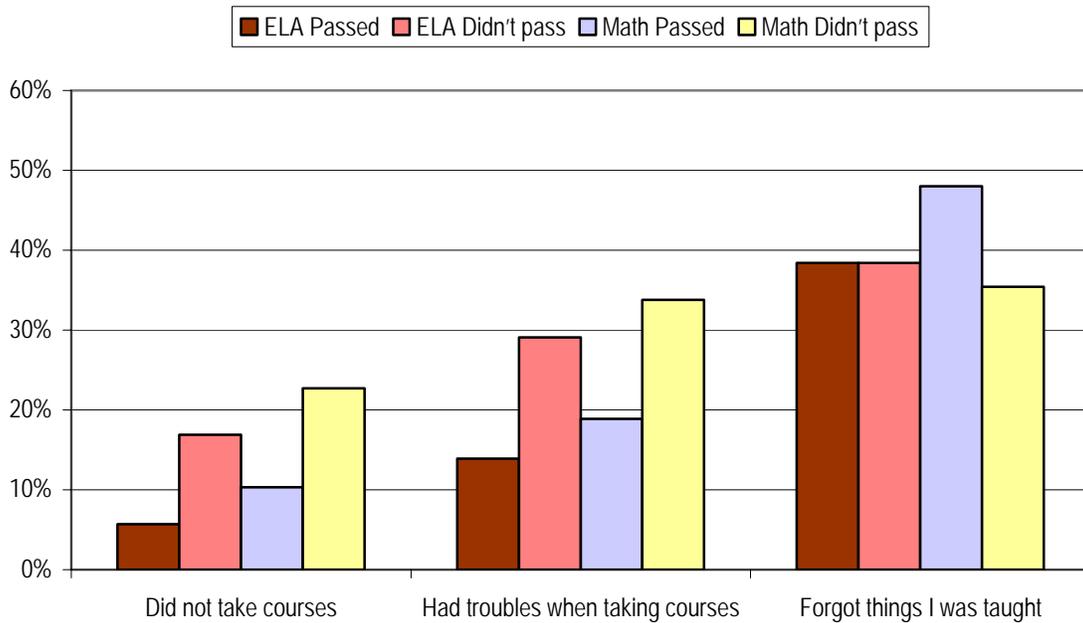


Figure 3.13. Percentages of Class of 2006 students citing various reasons that test topics were difficult (by test and pass/did not pass).

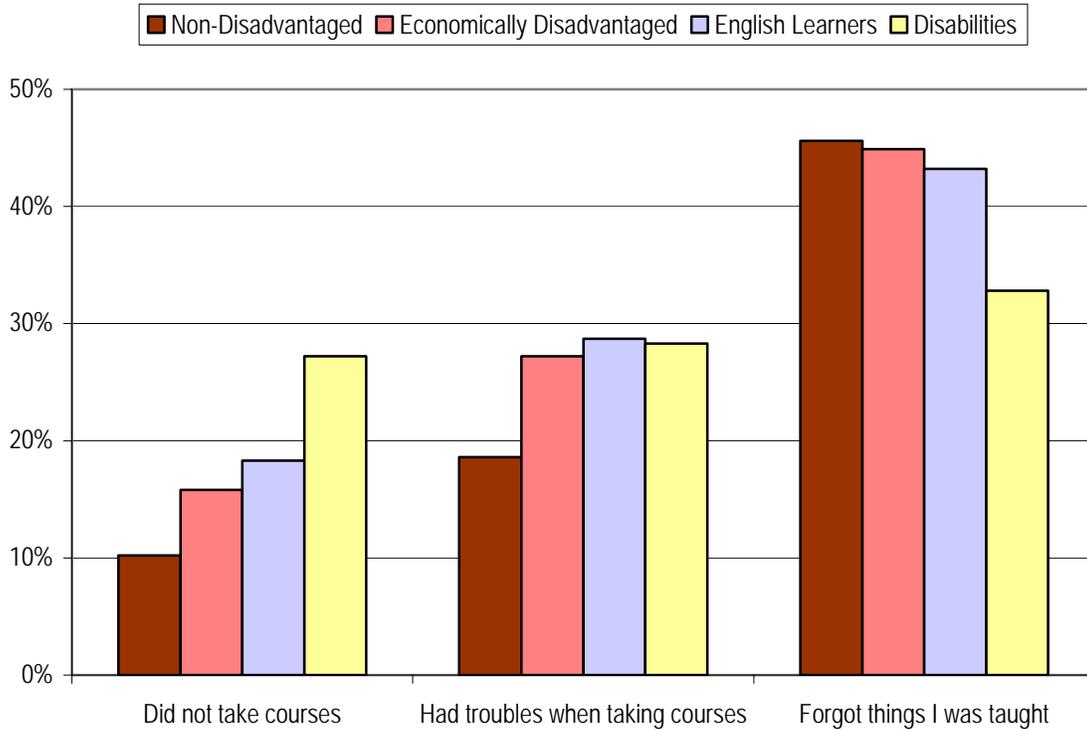


Figure 3.14. Percentages of Class of 2006 students citing various reasons that Math test topics were difficult (by disadvantaged group).

The new questions about student courses, questions 9 through 12, were a significant new addition to the 2004 assessment. The students’ assessment of the degree to which topics on the CAHSEE had been covered in their courses provides an important complement to similar information collected from teachers in the AB 1609 study (Wise, et al., May 2003). In response to Question 9, in particular, relatively few students reported that many topics on the CAHSEE had not been covered in their courses. Slightly more students reported that many topics on the mathematics test were not covered in their courses in comparison to topics on the ELA test. Most students take the same or similar ELA courses, at least through 10th Grade English. Student coursework is considerably more varied for mathematics.

Students who reported that many topics on the CAHSEE mathematics test had not been covered in their courses were much less likely to have passed the CAHSEE. Only 50 percent of the students who said that many topics were not covered passed the mathematics test, while 69 percent of the students who said most topics were covered and 87 percent of the students who said all topics were covered passed.

Table 2.16 in Chapter 2 shows that passing the mathematics test was also closely related to math courses taken. Table 3.27 shows the percent of students reporting that many topics were not covered on the mathematics test by the highest level of mathematics course taken. By 10th grade, most students should have

completed an Algebra I course and be taking Geometry or a higher level math course. As shown, relatively few students who were taking courses beyond Algebra I (or Integrated Math I) in the 10th grade reported that many CAHSEE topics were not covered (7 percent or less) while, not surprisingly, 29 percent of students who had only taken General Math reported that many CAHSEE topics were not covered.

TABLE 3.27. Percent of Students Reporting Many CAHSEE Mathematics Topics Were Not Covered in Their Courses (by Math Courses Taken and Passing Status)

Highest Math Course Taken	Percent Reporting Many Topics Not Covered		
	All Students	Passed	Did Not Pass
General Math	29.1%	21.6%	32.7%
Pre-Algebra	19.2%	14.8%	24.5%
Algebra I	16.5%	13.4%	20.9%
Integrated Math 1	12.4%	9.5%	21.4%
Integrated Math 2	7.1%	5.9%	18.3%
Geometry	6.7%	5.6%	13.9%
Algebra II	3.8%	3.2%	15.7%
Advanced Math	2.8%	2.7%	14.6%
Unknown	18.2%	11.6%	25.4%

Summary

After completing each portion of the CAHSEE, students responded to a series of questions about their reaction to the test and their plans for graduation and beyond. Responses from 10th grade students in the Class of 2006 who participated in the 2004 CAHSEE administrations were compared to responses from 10th grade students in the Class of 2005 who participated in the 2003 CAHSEE administrations. Responses were analyzed for all students, for students who did not pass the corresponding test, and for different demographic groups. The 2004 questionnaires included 4 new questions about the students' instruction. Responses to these questions were analyzed for the Class of 2006 only.

For the most part, response patterns for the Class of 2006 were quite similar to response patterns for students in the Class of 2005. Students in the Class of 2006 were somewhat less likely to say that they did not do anything to prepare for the CAHSEE. Students in the Class of 2006 were slightly more likely to say that they did as well as they could on the CAHSEE and that the CAHSEE requirement will not make it much harder to graduate. This is consistent with the finding that more of the students in the Class of 2006 did pass on the first try. Class of 2006 students who reported not doing as well as they could have on the test were slightly more likely to report forgetting material they had been taught.

In response to the new questions, relatively few students reported encountering many topics on the test that had not been covered in their courses (about 10% overall, but about twice that percentage for students who did not pass the test). In responding to the question of whether test topics had been covered in courses, more students reported that test topics had not been covered in math classes than said

the same thing regarding the ELA test/courses. Similarly, relatively few students (about 14%) reported that the CAHSEE had many question types different from those they had encountered in course work on the same subject. Again, students who did not pass the test were twice as likely to choose this option compared to students in general. Responses to this question were similar for ELA and math. Similarly, relatively few students reported that the CAHSEE questions were more difficult than those encountered in their course work (about 24% for the mathematics test and 19% for the ELA test). Again, students who did not pass the test were twice as likely to choose this option. Finally, very few students (about 10%) reported that they did not take courses that covered the topics on the CAHSEE. As with the other new questions, students who did not pass the test were twice as likely to choose this option.

Overall, there were no significant trends between these two survey years that suggested specific impact from the CAHSEE requirement on student's predicted likelihood of graduating from high school or their plans for the future after leaving high school. Responses to the new questions concerning instruction indicated that most students were receiving instruction in the material covered by the CAHSEE, were familiar with the types of questions asked, and found these questions no more difficult than questions they encountered in their coursework.

CHAPTER 4: PRINCIPAL, TEACHER, AND SITE TESTING COORDINATOR REACTIONS

Introduction

As in previous years of the evaluation, principals, teachers, and site testing coordinators within a sample of schools completed surveys to report current experiences, impressions, and expectations regarding the CAHSEE exam. This was the fifth administration for principals and teachers and the third administration for site testing coordinators. To the maximum extent possible, survey items were retained intact from previous years to facilitate comparisons over time.

In order to identify trends over time, HumRRO established a longitudinal sampling base. We began in 2000 with a representative sample of 92 high schools from 27 districts to be surveyed each spring. We collected Year 1 data from this sample in spring 2000, Year 2 data in spring 2001, Year 3 data in spring 2002, Year 4 data in spring 2003, and Year 5 data in spring 2004. The number of participating districts and schools varied slightly from year to year as some dropped out or were replaced.

Three surveys were administered to capture Year 5 data: one for principals, one for teachers in the same schools, and another for the CAHSEE school site testing coordinators in the same schools. The survey of principals requested information about issues such as preparation for, planning for, and impact of the CAHSEE (see Appendix A). The teacher survey emphasized classroom practices, issues regarding the planning and preparation for administration of the CAHSEE, and its impact on teachers, students, and parents (see Appendix B). The site coordinator survey asked for feedback on training and guidance, students tested, and the general approach to conducting the examination (see Appendix C). All surveys contained several open-ended questions to allow respondents to clarify their responses and to inform HumRRO of any additional information they felt was worth sharing.

Survey Development

The following are the main questions addressed in these surveys:

1. What is the extent and type of current preparation for the CAHSEE?
2. What degree of awareness of the CAHSEE do students and parents currently have?
3. What activities have schools undertaken to prepare students for the CAHSEE?
4. How do principals and teachers address the issue of students who are unsuccessful on the CAHSEE?

5. What are the principals' and teachers' judgments of the impact of the CAHSEE?
6. How do principals and teachers respectively assess the influence of the CAHSEE on instructional practices?
7. What percentage of students, by various student subgroups, do principals and teachers respectively estimate to have received instruction in each of the content standards?

To the extent possible, survey items on the spring 2004 surveys were identical to those on the spring 2000, 2001, 2002, and 2003 surveys. This consistency served to maximize comparability across years, so that trends could be inferred. However, some items were improved in response to earlier feedback. Where questions have been revised substantially, the changes are noted.

Sampling and Administration

The goal for the sampling plan was to select districts for inclusion in the CAHSEE evaluation data collection efforts that would be as representative as possible. A complete description of the sampling procedure is presented in Wise et al. (2000a). In short, a representative sample of 27 districts was selected in spring 2000 for intensive study over the course of the CAHSEE evaluation. Replacements were identified for each district in case the targeted district could not participate. In each original and replacement district, we selected 1–15 high schools, depending on district size, to create a representative sample of 92 schools. Where possible, we identified replacements for each selected school. In small districts containing only one or two high schools, all schools were in the original sample. Sampling ratios were established so that each school would represent approximately the same number of 10th grade students. In this way simple averages across the schools in the sample would provide estimates for all 10th grade students in the state.

We surveyed the principals and teachers of these schools in spring 2000; results are reported in Wise et al. (2000a). Schools from all but three districts participated at that time. In spring 2001, all of the previously participating districts as well as two of the previously nonparticipating districts indicated a willingness to participate. One nonparticipating district was replaced (Wise et al., 2001). One district declined to participate in the spring 2002 survey, and we identified and contacted a replacement district. Details of the three participating schools were not confirmed in sufficient time to allow teachers and the principal to complete the surveys. In spring 2003, two districts declined to participate, and a replacement was made for the one that declined early in the process. Six individual schools declined to participate and replacements were made for three.

In 2004 the respondent sample for the surveys comprised 26 districts. Initial contact was made with a district contact person to inform them that it was time for the longitudinal survey and to ensure that it was acceptable to contact the schools in the sample from that district. Once approval from the district had been verified, we made initial contact with the schools' principals through a faxed or mailed

information packet. We offered to provide the surveys in either print or electronic formats, and asked principals to indicate their preference for survey format when they confirmed their schools' participation.

The web-based (Internet) survey was based on the paper version of the survey. We e-mailed instructions, a unique password, and the Web address (i.e., Uniform Resource Locator, or URL) of the survey to those respondents who preferred the Internet version. The online survey went live on April 7, 2004 and remained online until June 23. The paper-based survey packets were shipped in April and May 2004 to the attention of the principal or designee. The packets included the following:

- Cover letter and instructions to principal
- One principal survey
- Cover letter and instructions to teachers
- Four teacher surveys—two labeled for English-language arts (ELA) and two labeled for mathematics
- One school site testing coordinator survey
- Instructions and packaging for returning evaluation materials

We asked principals to complete their questionnaires or to designate someone to do so. We asked them to identify one or two teachers of Algebra 1, or other appropriate mathematics course, and one or two 9th or 10th grade ELA teachers to complete the teacher surveys (if faculty size was sufficient). We also asked the principals to identify the person in their school responsible for administration of the CAHSEE. Each survey was contained in a sealable envelope to be returned to the principal for shipment to HumRRO; the envelope was intended to facilitate candid responses. The cover letters to each group encouraged respondents to contact a HumRRO project member if they had questions or concerns.

We requested that evaluation materials be returned to HumRRO by May 28. Schools planning May administrations were asked to delay completion of the school site testing coordinator survey until testing was complete. In late April we conducted a regular schedule of follow-up faxes and telephone calls to schools that had not initially responded and to schools that had not returned their evaluation materials. In mid-May we initiated an intensive round of phone calls to non-responding schools. In early June the CDE sent an e-mail or fax message to non-responding schools to encourage them to return their evaluation materials.

Principal and Teacher Findings

Thirty-four high school principals, 135 teachers, and 42 test coordinators representing 53 schools across 19 districts completed surveys. Results are reported in the following areas:

- Background
- Awareness
- Preparation
- Use of Results
- Expectations
- Other

We have reported the results in three ways, as summaries of principal, teacher, and test coordinator responses to the spring 2004 survey. In addition, as appropriate, we compared the 2004 responses with comparable questions on the spring 2000, 2001, 2002, and 2003 surveys to provide information regarding trends and stability of responses over time. Note that these comparisons are presented at a summary level; that is, changes in responses from individual schools are not presented.

Of the 86 schools in the spring 2004 sample, 53 (62 percent of the original sample, from across 19 of the 26 districts [73 percent]) returned surveys. The remaining schools in the sample were unable to complete the surveys, presumably due to heavy staff demands at the end of the school year. One or more teacher surveys were received from 48 schools (56%).

Background

Principals indicated that they have held principal or other school-level administration positions for 2–28 years, with a mean of 10 years. They reported 2–28 years of teaching experience, 1–27 years in their present schools, and 6–39 years of working in public schools.

Teachers were asked to provide demographic information. Twelve percent reported having only a bachelor's degree; most respondents reported education beyond a bachelor's degree (39 percent some graduate school, 46 percent master's degrees, 2 percent doctoral degrees and 3 percent other); 53 percent indicated that the primary subject area they taught was English or language arts and 47 percent specified mathematics as their primary subject area. Ninety-three percent indicated that they are certified in their primary subject area. Both ELA and math teachers reported a mean of 15.3 years of teaching experience.

Principals were asked to provide background information on their schools. The current number of teachers on staff ranged from 3 to 221, with a mean of 76 (SD=51). Principals reported that the percentage of teachers with advanced degrees ranged from 1 percent to 99 percent (median=45%). When asked the percentage of teachers who have taught at this school for 3 or more years, principal responses ranged from 0 to 95 percent, with a median of 78 percent. Principals reported that 10–100 percent of their teachers were certified in the subject they are teaching (median=95%). They reported, on average, a graduation rate of 79 percent (SD=23), with rates varying by race/ethnicity group. Twenty-six out of 34 (77%) principals responded on whether and what major staff or faculty changes have taken place in their school over the past three years. Of those who responded, 13 (50%) reported changes in teachers, including either increasing or reducing number of teachers, retirements, and new teachers; seven (27%) reported changes in principal and other administrative staff members; and five (19%) reported no changes in faculty or staff taking place.

The survey asked principals to indicate whether their schools offered various specialty education programs. Sixty-five percent offer remedial courses; 21 percent, magnet programs; 82 percent, special education; 73 percent, programs for English learners (EL); 9 percent, multicultural/diversity-based programs [courses?]; 67 percent, Advanced Placement (AP); 3 percent, International Baccalaureate; 42 percent, school/community/business partnerships; 39 percent, targeted tutoring; and 15 percent, other. Besides the programs listed by the survey, five principals provided other responses such as support classes and independent study program that their schools offer to students.

Principals were asked to summarize post-graduation plans of their seniors. Twenty-three percent of respondents indicated that they do not collect such data. Table 4.1 summarizes the responses of the principals with access to such information.

Teachers were asked to provide some information about their own classes; 13 percent of teachers reported that 100 percent of their students were fluent English speakers; 49 percent indicated that 90–99 percent were fluent in English; 22 percent reported 75–89 percent; 11 percent reported 50–74 percent; and 5 percent indicated that less than 50 percent of their students were fluent English speakers. The average class size was 28 students.

Principals were also asked what percentage of their schools' current 12th grade students have passed both parts of the CAHSEE. Because a large number of principals refrained from responding to each item, it is difficult to report these numbers with any confidence. For example, Table 4.2 indicates that 41 percent of respondents reported that 81–100 percent of seniors had passed both parts of the test; if non-respondents were eliminated from the respondent pool, that percentage would increase from 41 to 56 percent. Therefore Table 4.2 includes a column for non-respondents. Principals report that students with disabilities and EL students have passed the CAHSEE at lower rates than the overall student population.

TABLE 4.1. Percentage of Principals Reporting Post-Graduation Plans for Seniors in Their Schools (N=34)

Post-Graduation Plans	Percentage of Seniors				
	0–20%	21–40%	41–60%	61–80%	81–100%
Working full time	88	8	0	4	0
Attending a vocational, technical, or business school	83	13	0	0	4
Attending a 2-year college	17	35	39	4	4
Attending a 4-year college, service academy, university	41	36	18	4	0
Serving in the regular military service	100	0	0	0	0
Other	100	0	0	0	0

TABLE 4.2. Percentage of Principals Reporting 12th Grade Students Who Have Passed Both Parts of the CAHSEE (N=34)

Student Category	Percentage of Seniors					
	0-20%	21-40%	41-60%	61-80%	81-100%	No Response
All your school's 12 th grade students	9	12	6	6	41	26
12 th grade students with disabilities in SDC (Special Day Classes)	47	6	3	3	3	38
12 th grade students with disabilities in RSP (Resource Specialist Programs)	27	15	9	3	12	35
12 th grade students who are or were English learners	12	18	18	9	3	41

Within the survey sample, ELA teachers appeared to be more specialized in grade-level teaching than were math teachers. Table 4.3 indicates the grade levels taught by these teachers.

TABLE 4.3. Percentage of Surveyed Teachers That Teach at Each Grade Level (N=135)

Grade Level Taught	ELA	Math
Grade 9	56	97
Grade 10	69	89
Grade 11	48	81
Grade 12	39	70

Note: Columns exceed 100% because respondents could select multiple options.

The survey asked teachers to estimate the amount of time, on average, they believed students spend working on assignments in the subject they teach (as opposed to total homework time) outside the classroom each week. Two percent estimated none; 27 percent, less than 1 hour; 57 percent, 1 to 3 hours; and 13 percent estimated more than 3 hours.

Teachers were asked to estimate how often they plan for students to participate in specific types of activities. The activities rated most frequently (once or twice a week or almost every day) were:

- do work from textbooks (87%)
- do work from supplemental materials (80%)
- apply subject area knowledge to real-world situations (73%)
- write a few sentences (65%)
- work in pairs or small groups (64%)
- take quizzes or tests (61%)

These ratings were nearly identical to ratings in 2003. These top six-rated activities were endorsed in the same rank order both years and percentages differed by only 0–3 percentage points.

Awareness

Principals were asked to estimate how aware their students and parents were of the CAHSEE. Three percent estimated that their students knew nothing about the exam, 26 percent estimated that their students had at least general information, and a substantial proportion of respondents estimated their students had specific knowledge of the exam (e.g., 79 percent reported the students knew what knowledge and skills are covered; 85 percent indicated they knew the time of year when the exam is given; 79 percent of students knew which students have the opportunity to take the exam). Three percent of principals estimated that their students’ parents knew nothing about the exam, 65 percent estimated their students’ parents had only general information, and an additional 44–79 percent estimated that their students’ parents had advanced knowledge of the exam (e.g., 44 percent reported that parents knew what knowledge and skills are covered, 79 percent indicated they knew the time of year when the exam is given, and 68 percent believe parents know which students have the opportunity to take the exam). In general, principals’ ratings of student and parent familiarity with the CAHSEE have increased over prior years (Table 4.4). Between 2003 and 2004, ratings of student and parental knowledge have continued to rise (as noted in bold in Table 4.4).

Principals were asked to estimate the percentage of students and parents in their school who know what knowledge and skills are covered by the exam. The 2004 mean estimate of student familiarity was 69 percent (SD=27.60) compared to the 2003 estimate of 63 percent (SD=25.67); the 2004 mean estimate of parent familiarity was 44 percent (SD=29.74) compared to the 2003 estimate of 43 percent (SD=29.94).

TABLE 4.4. Principals’ Responses to Estimated Percentage of Students and Parents Familiar with the CAHSEE

Familiarity	Respondent Group	2001	2002	2003	2004
They know which students have the opportunity to take the exam.	Students	49	67	81	79
	Parents	18	54	60	67
They know the time of year when the exam is given.	Students	38	67	71	85
	Parents	38	63	57	79
They know what knowledge and skills are covered by the exam.	Students	33	51	79	79
	Parents	18	17	26	44
Have general information only	Students	67	60	33	26
	Parents	78	89	62	65
No familiarity	Students	2	4	10	3
	Parents	7	4	12	3

Note 1: Respondents could select multiple responses, thus the columns total more than 100 percent.

Note 2: Discernable increases in familiarity over the past year are noted in bold.

Preparation Thus Far

One precursor to a successful statewide program is to align school curricula with the state content standards to ensure that students are being taught what will be tested. Thus we queried respondents about alignment with state content standards. Table 4.5 presents comparison data of responses given across survey years regarding preparations made to align curricula with the California Content Standards. The percentage of principals that reported efforts to align with state content standards in 2004 is slightly lower than the percentage in 2003; in part this can be explained by answers to the next question about current alignment.

Principals were asked to compare their district standards and the state content standards. Table 4.6 presents comparison data on the similarity between district and state standards across the five survey years. Overall, alignment between state and district standards is quite high, with nearly one-fifth of districts adopting standards that extend beyond the state requirements. In 2004, there was a slight increase in the number of principals reporting that their district had adopted state math content standards. No principals indicated that their districts do not have an official set of standards, that the district standards are different from the state standards, or that the principals could not judge the status of district standards.

TABLE 4.5. Principals’ Reported Percentages of Preparations for Alignment with California Content Standards

Preparation	2000	2001	2002	2003	2004
Districts/schools encourage the use of content standards to organize instruction	100	91	96	93	91
Textbooks align well with content standards	74	56	81	74	N/A
ELA	N/A	N/A	N/A	N/A	79
Math	N/A	N/A	N/A	N/A	82
Adopted algebra as a graduation requirement	N/A	N/A	74	81	79
Hiring only teachers certified in their field	N/A	N/A	43	60	74
Cover all content standards with a mix of textbooks and supplemental materials	38	44	47	50	56
Have plans to ensure all high school students receive instruction in each of the content standards	52	40	45	57	53
Assigning teachers only in their certified field	N/A	N/A	49	60	47
In process of aligning curriculum across grade levels	N/A	N/A	72	38	44
Have plans to ensure that all pre-high school students are prepared to receive instruction in each of the content standards	N/A	N/A	30	36	41
In process of aligning curriculum with standards	81	56	74	38	29

Along similar lines, teachers were asked at what level their school’s current curriculum covers the standards tested by the CAHSEE. Tables 4.7a and 4.7b provide further information on this item for ELA and mathematics, respectively. The majority of the teachers indicated that almost all of the standards are covered by their school’s curriculum. The responses indicated that ELA coverage was more complete than that of mathematics. None of the math teachers reported that their school’s curriculum covered less than one quarter of the content standards whereas three percent of ELA teachers estimated that their school’s curriculum covered less than a quarter of the content standards. Another 21 percent of math teachers and 12 percent of ELA teachers indicated that they had no knowledge of the content standards.

TABLE 4.6. Percentage of Principals Reporting Similarity between District and State Standards

Similarity Between Standards	Content Area	2000	2001	2002	2003	2004
District adopted state standards	ELA	69	67	72	79	76
	Math		71	74	79	82
District standards include more than state standards	ELA	19	29	17	21	21
	Math		22	15	18	18
State standards include more than district standards	ELA	7	2	2	0	3
	Math		5	2	0	0
Two sets of standards are different	ELA	N/A	N/A	2	0	0
	Math		N/A	4	0	0
District has no official set of standards	ELA	0	2	2	0	0
	Math		2	2	0	0
I cannot judge	ELA	N/A	N/A	4	0	0
	Math		N/A	2	3	0

Note: 2000 survey did not distinguish between ELA and Math standards.

TABLE 4.7a. Percentage of Teachers Indicating Coverage of ELA Standards by Curriculum

Coverage of Standards	2001	2002	2003	2004
Almost all	60	54	57	57
About ¾	20	28	28	22
About ¼–½	11	13	15	6
Less than ¼	6	4	0	3
No knowledge of standards	3	1	0	12

TABLE 4.7b. Percentage of Teachers Indicating Coverage of Mathematics Standards by Curriculum

Coverage of Standards	2001	2002	2003	2004
Almost all	57	72	64	55
About $\frac{3}{4}$	14	17	13	13
About $\frac{1}{4}$ – $\frac{1}{2}$	16	9	16	11
Less than $\frac{1}{4}$	5	3	4	0
No knowledge of standards	8	0	4	21

Respondents were asked how much time they personally spent during the 2003–2004 school year in activities related to the CAHSEE (e.g., meetings, discussions, curriculum review, professional development). A minority of principals reported spending more than 35 hours (15%). Just over a quarter reported spending between 16 and 35 hours (27%) and nearly two-fifths reported spending between 6 and 15 hours (38%) Twenty-one percent reported spending fewer than 6 hours. No principals reported spending none of their time in CAHSEE-related activities. Table 4.8 indicates teachers’ estimates of the number of hours spent on classroom instruction and the number of hours spent on other activities related to the CAHSEE. In 2003 teachers reported less time spent on classroom activities and CAHSEE-related activities, relative to the 2002 responses (as noted in bold in Table 4.8).

TABLE 4.8. Percentage of Teachers Estimating Various Amounts of Time on the CAHSEE Activities

Activity	Academic Year	None	Fewer than 6 Hours	6–15 Hours	16–35 Hours	More than 35 Hours
Time spent on classroom instruction preparation activities related to CAHSEE (e.g., department planning, lesson plan review)	2001–2002	N/A	N/A	N/A	N/A	N/A
	2002 – 2003	N/A	N/A	N/A	N/A	N/A
	2003–2004	4	25	28	24	19
Total classroom instruction time spent on activities they would not have engaged in if it weren't for the CAHSEE (e.g., unit or course review)	2001–2002	28	35	25	6	2
	2002–2003	24	41	14	14	7
	2003–2004	28	37	22	10	3
Time spent on activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development)	2001–2002	2	40	31	13	8
	2002–2003	3	34	30	19	14
	2003–2004	3	40	37	11	9

Note: Discernable decreases in time over the past year are noted in bold.

By way of comparison, Table 4.9 reports the amount of time teachers reported spending in professional development workshops, in-service, or seminars in their primary subject area. They were instructed to include attendance at district-sponsored training and external training. Results are reported separately for ELA and math teachers. Comparison of Tables 4.8 and 4.9 reveals that teachers spend substantially more time in subject-area training than in the individual categories of CAHSEE activities.

TABLE 4.9. Percentage of Teachers Estimating Various Amounts of Time in Professional Development, In-Service, or Seminars in Primary Subject Area (N=135)

Respondent Group	None	Fewer than 6 Hours	6–15 Hours	16–35 Hours	More than 35 Hours
ELA Teachers	4	18	23	23	32
Math Teachers	3	20	22	30	25

Teachers were asked to rate the quality of CAHSEE-related professional development they have received this year from local and state sources. Table 4.10 indicates that, overall, ratings of local professional development activities were higher than ratings of state professional development activities. The 2001–2002 survey did not have “None” as a response option. In 2004, 22 percent of teachers indicated that they did not receive professional development from local sources and 38 percent indicated that they did not receive professional development from state sources. Among those who did receive such an opportunity, ratings of professional development from local sources was rated more highly than state sources (44 percent versus 31 percent ratings of “excellent” or “good”), although ratings of locally provided professional development received fewer “excellent” ratings in 2004 than in 2003 (9% versus 14%).

TABLE 4.10. Percentage of Teachers Rating Quality of Professional Development Experiences

Quality of Professional Development You Have Received	From Local Sources			From State Sources		
	2001–2002	2002–2003	2003–2004	2001–2002	2002–2003	2003–2004
Excellent	6	14	9	2	2	4
Good	35	26	35	15	26	27
Fair	35	20	21	36	12	19
Poor	16	12	12	38	16	10
None	N/A	26	22	N/A	44	38
No response	9	2	1	9	4	2

Note: 2001–2002 survey did not offer “None” as a response option.

Teachers were also asked to rate the extent to which their instruction has benefited from professional development over the past four years. Table 4.11 reveals that ELA teachers responded more positively than math teachers.

TABLE 4.11. ELA and Math Teacher Ratings of Instructional Benefit Garnered from Professional Development Over Four Years (in percentages) (N=135)

Rating	ELA Teachers	Math Teachers
To a great extent	14	11
To a moderate extent	33	21
To a slight extent	24	44
Not at all	26	24

Survey questions investigated the usefulness of two information sources: the CDE website and the CAHSEE Remediation Guide. Principals were asked about the website and teachers were asked about both sources. Table 4.12 indicates that ratings were generally positive, although a substantial percentage of teachers were unfamiliar with the resources in question. A greater percentage of math teachers than ELA teachers indicated no knowledge of both resources. Principals rated the usefulness of the CDE website more highly than either teacher group.

TABLE 4.12. Principal, ELA and Math Teacher Ratings of Usefulness of CAHSEE Resources (in percentages) (Principal N=34; Teacher N=135)

Rating	CDE Website			CAHSEE Remediation Guide	
	Principal	ELA Teacher	Math Teacher	ELA Teacher	Math Teacher
Very Useful	35	18	16	23	19
Somewhat Useful	39	27	30	36	36
Slightly Useful	17	14	11	17	16
Not At All Useful	9	4	3	3	0
I am not familiar with this resource	0	37	41	21	30

Principals were asked to indicate the types of activities their school undertook to prepare faculty/staff for the spring 2004 administration of the CAHSEE. Table 4.13 indicates that 2004 responses were largely consistent with 2003 responses. However, more principals indicated that they were employing local workshops on the CAHSEE test administration in 2004 than in 2003.

TABLE 4.13. Percentage of Principals Undertaking Activities to Prepare Faculty/Staff for the CAHSEE Administration

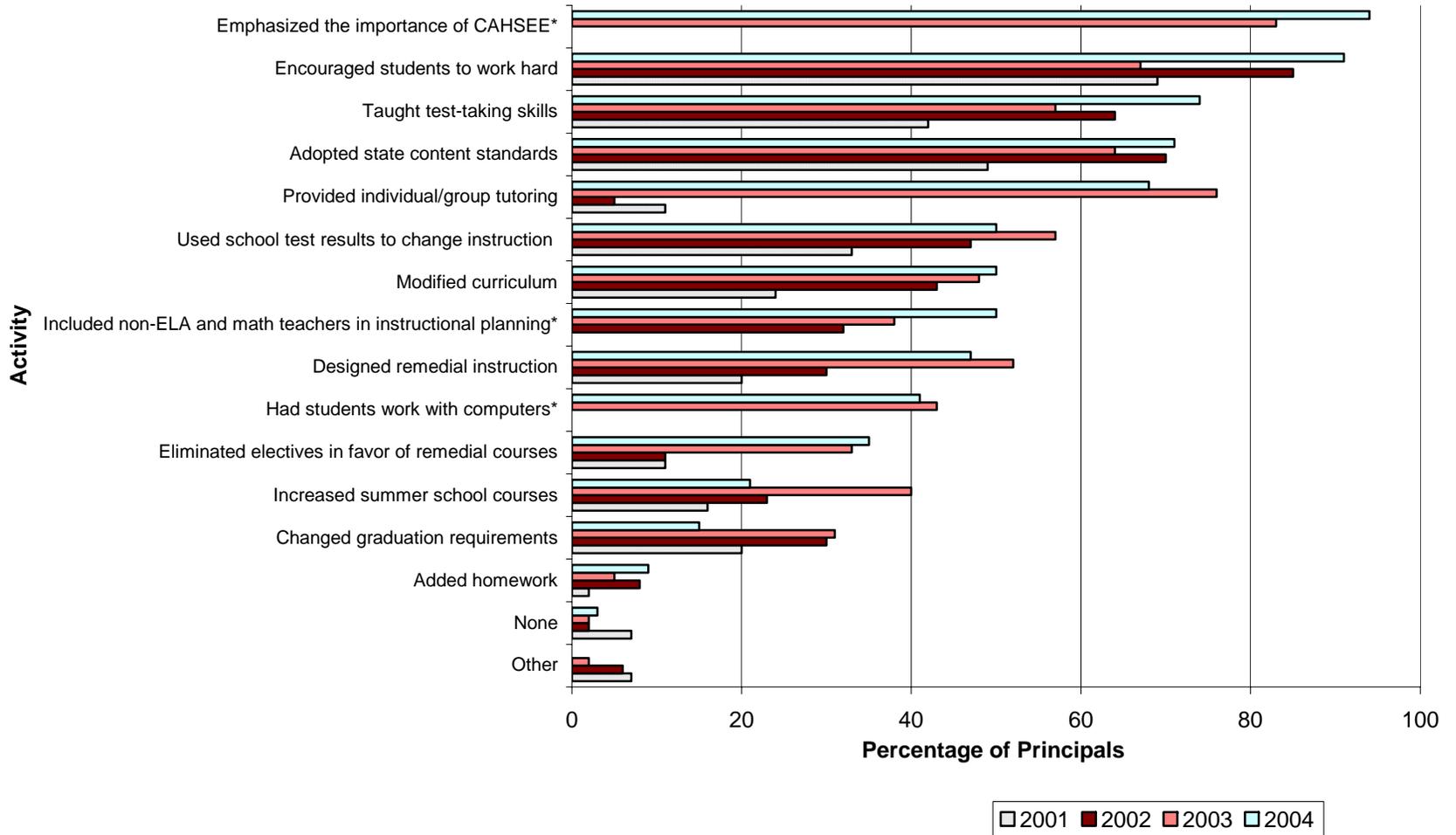
Activities	2001	2002	2003	2004
Administrators participated in test administration workshops	71	70	67	71
Provided test taking strategies	42	61	67	65
Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion)	36	41	62	59
Delivered local workshops on test administration	58	48	43	50
Other	7	8	12	12
No special preparation	9	4	5	9

Respondents were asked to identify the specific activities they had undertaken to prepare students for the spring 2004 administration of the CAHSEE. Most principals reported initiating some activities; only one principal indicated that his school did not implement any activities to prepare students for the spring 2004 CAHSEE. Figure 4.1a presents the percentage of principals who reported implementing each activity, in descending order of endorsement in 2004; Figure 4.1b presents teachers' responses. Principals did not provide other activities besides those listed on the survey; while teachers provided diverse responses, for example, preparing benchmarks, designing curricular maps to meet the CAHSEE standards, and using "previous released items" and "example problems."

In general, preparatory activities have increased over the years of this evaluation. Activities that increased substantially in 2004 included emphasizing the importance of the CAHSEE, encouraging students to work hard, teaching test-taking skills, and including non-ELA and non-math teachers in instructional planning for the CAHSEE. On the other hand, several activities seemed to drop off in 2004 (e.g., providing individual/group tutoring, using school test results to change instruction and remedial instruction, increasing summer school offerings, and changing graduation requirements).

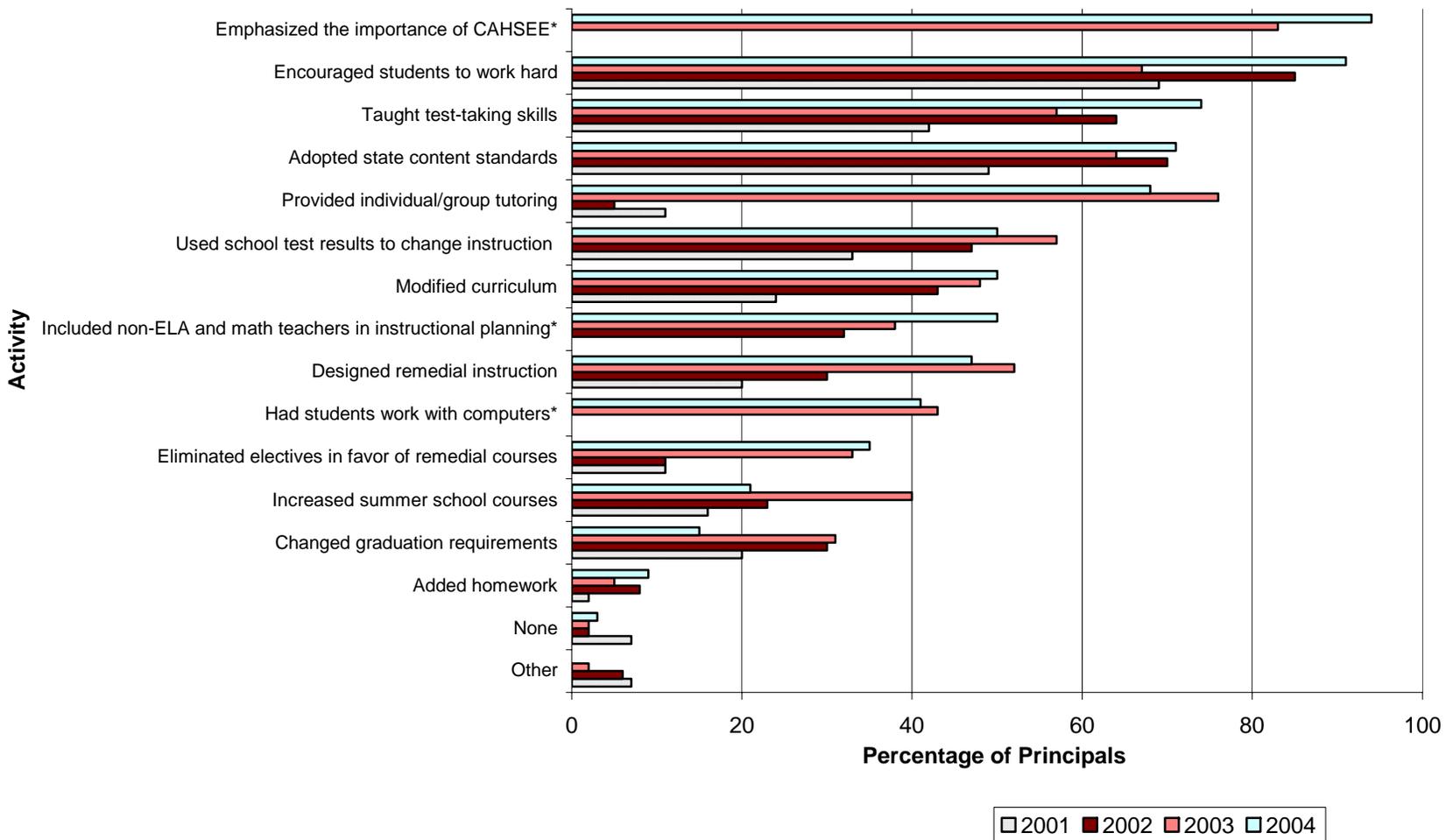
Principals were asked what information they use to identify students who are at risk of not passing the CAHSEE or scoring Below Basic (or Far Below Basic) on the CST (California Standards Test). All listed options were selected by a substantial proportion of respondents. In descending order, they were: CST results (91%), teacher judgment (71%), district assessments (62%), district end-of-course results (56%), NRT (norm-referenced test) results (38%), and other (12%).

Principals identified the three activities they consider the most important in CAHSEE preparation. Forty-four percent of principals indicated that emphasizing the importance of the CAHSEE was among the top three; 26 percent identified encouraging students to work hard, and 26 percent selected adoption of state content standards. Teachers also were asked to indicate the three most important activities. Teachers rated activities in the following order of importance: teaching test taking skills (44%), emphasizing the importance of the CAHSEE (39%), and increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE (39%).



* Question not asked in all years.

Figure 4.1a. Percentage of principals reporting activities undertaken in preparation for the spring 2001, 2002, 2003, and 2004 administrations of the CAHSEE.



* Question not asked in all years.

Figure 4.1b. Percentage of teachers reporting activities undertaken in preparation for the spring 2001, 2002, 2003, and 2004 administrations of the CAHSEE.

Use of Results

In addition to any preparatory steps taken thus far, the surveys inquired about future plans to deal with the CAHSEE requirement. In particular, the survey queried principals on efforts to prepare teachers and others for the exam and about remediation plans subsequent to exam administration.

The survey provided principals with a list of possible remedial practices for students who do not pass the CAHSEE or do not seem prepared to take it. Principals were asked the degree to which each activity has been implemented on a scale of: no plans to implement, plan to implement, partially implemented, and fully implemented. None of the principals indicated that they had no special plans to assist these students. Table 4.14 lists the percentage of principals who indicated plans to implement each activity in 2002, 2003, and 2004. Activities with consistently increasing implementation are listed in bold. These increased activities reveal a few themes. First, they indicate a focus on content alignment; alignment activities include adopting state content standards, altering the high school curriculum, ensuring that demanding courses are offered from the beginning, and ensuring that students are taking them. Second, a broad, systemic approach to the CAHSEE is evident in the increased implementation of activities such as involving teachers other than ELA and mathematics teachers in instructional planning for the CAHSEE and working with feeder middle schools. An increasing number of principals report having students work with computers. The development of parent support programs, while still not widespread, shows an increase over the past three years. Table 4.14 also indicates that two activities were less frequently implemented than in the previous year: increasing high school remedial courses and increased high school summer offerings. These are indicated by underlined percentages in the table. It is not clear whether this pattern reflects an actual decrease in the activities or an increase in the intended level of implementation.

Figure 4.2 presents the same information shown in Table 4.14 for 2004 only, as a percentage of those responding. Activities are listed in descending order of endorsement; thus, those activities that all responding principals indicated plans to implement are listed first.

TABLE 4.14. Percentage of Principals Indicating Plans for Activities to Assist High School Students Who Do Not Pass the Exit Exam or Who Do Not Seem Prepared to Take It

Activity	Status	2002	2003	2004
Increased high school remedial courses	Fully Implemented	10	<u>33</u>	<u>17</u>
	Partially Implemented	33	37	41
	Plan to Implement	24	10	24
	No Plan to Implement	33	20	17
Reduced high school electives in favor of remedial classes	Fully Implemented	5	13	14
	Partially Implemented	5	33	36
	Plan to Implement	16	27	11
	No Plan to Implement	74	27	39
Increased high school summer offerings	Fully Implemented	45	<u>43</u>	<u>31</u>
	Partially Implemented	15	0	0
	Plan to Implement	10	32	52
	No Plan to Implement	30	25	17
Provided individual/group tutoring	Fully Implemented	29	45	40
	Partially Implemented	38	16	0
	Plan to Implement	24	32	53
	No Plan to Implement	10	6	7
Had students work with computers	Fully Implemented	N/A	23	31
	Partially Implemented	N/A	50	38
	Plan to Implement	N/A	17	14
	No Plan to Implement	N/A	10	17
Added homework	Fully Implemented	10	0	17
	Partially Implemented	10	0	17
	Plan to Implement	21	12	8
	No Plan to Implement	58	88	58
Adopted California Content Standards	Fully Implemented	45	82	88
	Partially Implemented	55	18	13
	Plan to Implement	0	0	0
	No Plan to Implement	0	0	0
Altered high school curriculum	Fully Implemented	5	34	39
	Partially Implemented	62	38	45
	Plan to Implement	29	14	6
	No Plan to Implement	5	14	10
Included teachers other than ELA and math in instructional planning for the CAHSEE	Fully Implemented	16	26	31
	Partially Implemented	42	32	31
	Plan to Implement	42	29	22
	No Plan to Implement	0	13	16
Worked with feeder middle schools	Fully Implemented	5	18	28
	Partially Implemented	55	29	38
	Plan to Implement	10	21	22
	No Plan to Implement	30	32	12

TABLE 4.14. Percentage of Principals Indicating Plans for Activities to Assist High School Students Who Do Not Pass the Exit Exam or Who Do Not Seem Prepared to Take It

Activity	Status	2002	2003	2004
Developed parent support program	Fully Implemented	0	0	11
	Partially Implemented	25	25	25
	Plan to Implement	50	25	25
	No Plan to Implement	25	50	39
Used school test results to change high school instruction	Fully Implemented	5	25	23
	Partially Implemented	65	50	61
	Plan to Implement	30	19	10
	No Plan to Implement	0	6	6
Evaluated high school students' abilities and placed them in courses/programs accordingly	Fully Implemented	23	57	55
	Partially Implemented	43	27	36
	Plan to Implement	19	13	6
	No Plan to Implement	14	3	3
Ensured that students are taking demanding courses from the beginning	Fully Implemented	20	33	64
	Partially Implemented	50	27	26
	Plan to Implement	20	13	10
	No Plan to Implement	10	7	0
Ensured we are offering demanding courses from the beginning	Fully Implemented	25	43	64
	Partially Implemented	55	40	26
	Plan to Implement	20	10	10
	No Plan to Implement	0	7	0
Other	Fully Implemented			
	Partially Implemented			
	Plan to Implement			
	No Plan to Implement			

¹ Percentages of 2002 respondents are based on the 21/47 respondents who answered this series of questions.

² Percentages of 2003 respondents are based on the 33/42 respondents who answered this series of questions.

Note: Discernable increases in implementation over the years are noted in bold. Discernable decreases in implementation over the years are noted with underline.

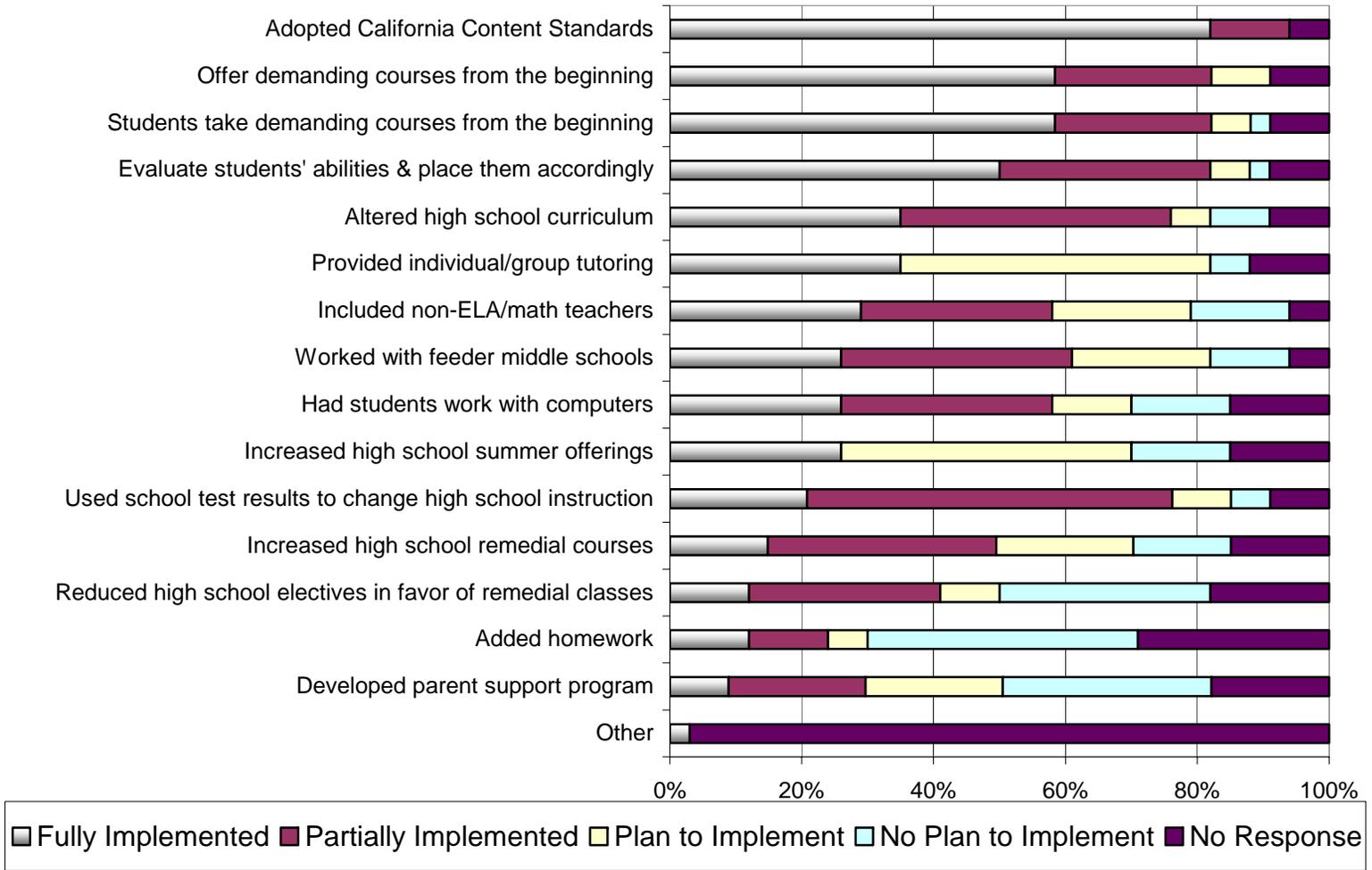


Figure 4.2. Percentage of principals in 2004 reporting plans for remediation of students who do not pass the CAHSEE (N=34).

Twenty-two principals (65%) responded to a question about plans or strategies for changes in Individualized Education Programs (IEP) or 504 plans to address participation of students with disabilities. Of these responses, 64 percent (14 responses) stated that they either made or followed the IEP/504, provided accommodations and/or additional assistance, or made modifications with IEP/504. Another 23 percent (5 out of 22 responses) stated their schools offered special academic work programs (e.g., tutoring, summer or after school classes, or intervention classes). Fourteen percent (3 responses) mentioned they had or were suggesting staff development in special education. Nine percent (2 responses) indicated that students with disabilities were being mainstreamed. Only five percent (1 response) stated there was no plan addressing the needs of students with disabilities. Compared with responses from last year, more schools have been addressing the needs of students with disabilities, either by building accommodations or modifications into the IEP/504, providing special academic work programs, or offering staff development.

A similar question asked principals about plans or strategies to help English learners (EL) overcome language barriers in order to succeed in meeting the requirements of the CAHSEE. Twenty-six principals (76%) responded to this question. Of these responses, 42 percent (11 responses) stated that they provided accommodations and/or additional assistance, or modifications to English learners. Thirty-eight percent (10 out of 26 responses) stated that special academic work programs (e.g., tutoring, summer or after school classes, or intervention classes) were available. Eight percent (2 responses) stated that staff development or language specialists were in use. Two stated that there were few or no EL students. Another eight percent (2 responses) said there was no plan to address the language barrier. Four percent (1 response) indicated that EL students were being mainstreamed. Again, compared with responses from last year, a greater proportion of schools have been addressing the needs of EL students, either providing accommodations or assistance, providing special academic work programs, or having trained or specialized staff available.

Principals were asked about the quality of the CAHSEE individual and group score reports, in terms of the major dimensions of ease of understanding, comprehensiveness, timeliness, and usefulness for instruction. Twenty-two principals responded, providing open-ended comments; four (12 %) said that they had not seen a score report; 36 percent (8 out of the 22) noted the ease of understanding, commenting that the reports are “easy to understand”. In terms of the usefulness for instruction, their opinions were diverse: 23 percent (5 out of 22) mentioned that the reports are helpful for instruction, e.g., the teachers “use the results to modify their instruction”; while 18 percent (4 out of 22) disagreed, making negative comments such as that the reports were “not a highly useful tool in instruction.” Fourteen percent (3 out of 22) of the responses criticized the timeliness of the reports.

Expectations

Several survey questions queried the respondent's expectations for the exam: anticipated pass rates, impact of the exam on student motivation and parental involvement, and so on.

Twenty-three principals made comments on the specific challenges their schools and students face in successfully meeting the requirement of the CAHSEE. Similar to last year's findings, they noted three areas of challenges: (a) school/district/state-related issues (57 percent, 13 responses), including scheduling, loss of instruction time, and such logistical constraints as time, facilities and place to administer the test, and availability of faculty and staff; (b) academic issues (48 percent, 11 responses), including working with EL students and students receiving special education services, working with students who are below grade level proficiency, and students lacking adequate preparation; and (c) behavior issues (39 percent, 9 responses), including low student motivation, high mobility, and poor attendance.

Of the 135 teachers who completed surveys, 103 (76%) made comments on the specific challenges their schools and students face in successfully meeting the requirement of the CAHSEE. Teachers identified the same three areas of challenge as principals but reversed the order of the first two: (a) academic issues (49 percent, 50 responses), including working with EL students and students receiving special education services (27 percent, 28 responses), working with students who are below grade level proficiency (10 percent, 10 responses), and students of inadequate preparation (14 percent, 14 responses); (b) school/district/state-related issues (44 percent, 45 responses), including alignment between instruction and curriculum and state standards, loss of instruction time, too much testing, and such logistical constraints as time, facilities and place to administer the test, and (3) behavior issues (30 percent, 31 responses), including low student motivation and seriousness, lack of parent support and involvement, poor attendance, and high mobility. In addition, teachers noted another two factors that were worth mentioning: economic/community/parental factors, and the credibility of the CAHSEE, that is, whether the CAHSEE will really be enforced as a graduation requirement. Twelve percent (12 responses) of respondents indicated the impact of such economic/community factors as "dysfunctional families," "low socio-economic migrant, second-language community" on students' preparation for or performance on the CAHSEE. Another five percent (5 responses) indicated the impact of postponing the CAHSEE, noting, for example, "Postponing the year of implementation blows credibility"; "the fluctuation in the 'required pass' status at the state level leads to students and parents failing to take the test seriously."

Regarding benefits to their schools and students, about 50 percent (10 of the 21 principals commenting on this issue), said the CAHSEE requirement provides accountability, increases students' seriousness, and enhances students' motivation. Last year, only 13% made similar comments. Thirty-eight percent (8 respondents) noted the benefits of the CAHSEE on instruction and curriculum, commenting that the CAHSEE helped "focus on standards," "increase attention on standards," and standardize and improve the instruction. About a quarter (4 responses) stated that it

provided no benefit. Ten percent (2 respondents) said that the CAHSEE showed students their mastery of and/or progress in the content knowledge.

Seventy-nine out of 135 teachers (59%) responded to the question regarding benefits to their schools and students associated with the requirement of the CAHSEE. About one-third (25 respondents) said that it provides accountability, increases students' seriousness, enhances students' motivation and parent involvement, and promotes students' sense of esteem and competency. Fifteen percent (12 respondents) noted the benefits of the CAHSEE on instruction and curriculum, commenting, for example, that the CAHSEE helped "teach to the standards," and "alignment of instruction with standards." Another 15 percent (12 respondents) indicated that the CAHSEE served to ensure that students master the required knowledge and competencies, that they were "better prepared." About 15 percent (12 responses) stated that the test provided no benefit. Ten percent (8 teachers) noted that meeting the requirements of the CAHSEE enhanced teachers' motivation and accountability. Another ten percent (8 teachers) noted that meeting the requirements of the CAHSEE benefited students with disabilities and EL students, by motivating schools to offer additional support and assistance to help them pass the exam.

Teachers rated 10th grade students' preparedness to pass the CAHSEE. Table 4.15 compares responses to this question over five years of teacher surveys. The 2000 survey was administered before the CAHSEE was ever administered to any students, so reflected the least-informed expectations. The spring 2002 rating was an estimate of how prepared that year's freshmen would be in the 10th grade. The 2003 and 2004 ratings indicate how prepared teachers' current 10th graders were. Ratings among the five years showed a steady increase in preparedness over time.

TABLE 4.15. Teachers' Ratings of Preparedness of Students in the 10th Grade (in percentages)

Preparedness	2000	2001	2002	2003	2004
Very well prepared	1	3	5	5	8
Well prepared	9	17	15	21	25
Prepared	30	47	38	44	37
Not well prepared	47	28	39	26	28
Not at all prepared	5	5	3	4	2

Principals and teachers were also asked to predict the impact of the CAHSEE on student motivation and parental involvement, under various circumstances: prior to the first administration of the exam, for students who pass, and for students who do not pass. Table 4.16 lists the percentage of respondents selecting each possible impact, for each of the five survey years. Predicted impacts on student motivation are positive for all three student categories. Predicted impact on parental involvement is positive for parents of students who do not pass the CAHSEE on the first attempt, and neutral-to-positive for the other two categories. Notably, some of the early predictions of negative impact have dissipated in recent years.

Figures 4.3a and 4.3b reflect the percentage of respondents who predicted “increased” or “strongly increased” impact on these same questions. Response patterns are included for all five years of survey administration. This graph facilitates comparison of the predicted positive effects for various groups. In the early years of the CAHSEE (2000 and 2001), principals anticipated more of a positive motivational effect on students who passed the exam, relative to those students who did not pass. However, in the later years as familiarity with the CAHSEE increased, this pattern reversed and became less pronounced. The majority of principals now predict that students will have increased motivation due to the CAHSEE across all categories, and students who do not pass will be more motivated than students who do pass. Principals’ predictions of effects on parental involvement are weaker than on student motivation. The pattern across groups is similar, but more marked, for parents of these students. Principals predict a substantial boost in parental involvement for students who do not pass.

Teachers continue to be less optimistic than principals regarding student exam motivation and parental involvement (see Table 4.16 and Figure 4.3b). Teachers’ predictions of student motivation remained steady from 2002 through 2004, with the exception of an increase for motivation of students who do not pass the CAHSEE. Predicted impacts on parental involvement remained neutral-to-positive.

TABLE 4.16. Principals' Predicted Impact of the CAHSEE on Student Motivation and Parental Involvement (in percentages)

Impact	Student Motivation					Parental Involvement				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Impact prior to first administration										
Strongly positive/Strongly increased	2	4	11	24	25	0	5	7	3	6
Positive/Increased	45	42	69	55	53	31	23	39	29	32
No effect	19	29	20	13	22	55	68	52	63	62
Negative/Decreased	17	20	0	8	0	7	3	8	3	0
Strongly negative/Strongly decreased	17	4	0	0	0	5	3	0	3	0
Impact for students who pass on 1st attempt										
Strongly positive/Strongly increased	12	7	7	13	21	12	5	2	3	6
Positive/Increased	50	50	54	42	33	33	37	24	19	21
No effect	33	32	36	42	42	50	56	74	68	73
Negative/Decreased	5	9	2	3	3	2	0	0	8	0
Strongly negative/Strongly decreased	0	2	0	0	0	2	2	0	3	0
Impact for students who do not pass on 1st attempt										
Strongly positive/Strongly increased	2	2	11	11	12	2	2	12	5	18
Positive/Increased	33	34	59	54	49	41	42	56	56	39
No effect	17	18	16	14	24	14	16	26	33	39
Negative/Decreased	36	34	11	16	12	36	30	7	3	3
Strongly negative/Strongly decreased	10	11	2	5	3	7	9	0	3	0

Note: Wording of response options was changed from Positive/Negative to Increased/Decreased in 2002 survey administrations.

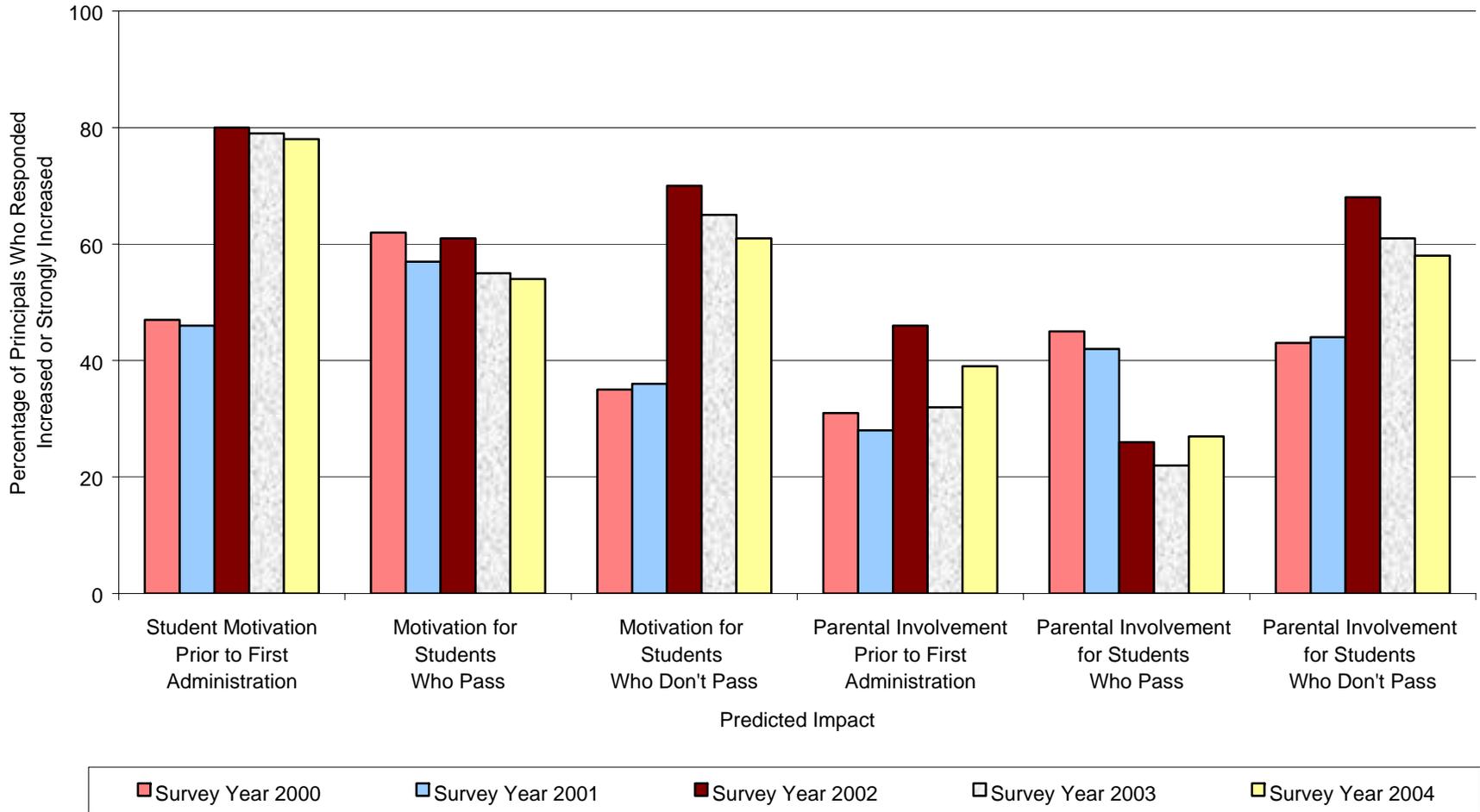


Figure 4.3a. Percentage of principals predicting increased or strongly increased student motivation and parental involvement in 2000, 2001, 2002, 2003, and 2004.

TABLE 4.17. Teachers' Predicted Impact of the CAHSEE on Student Motivation and Parental Involvement (in percentages)

Impact	Student Motivation					Parental Involvement				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Impact prior to first administration										
Strongly positive/Strongly increased	3	4	6	6	7	3	3	N/A	N/A	N/A
Positive/Increased	23	42	60	58	57	21	28	N/A	N/A	N/A
No effect	26	35	29	25	31	48	61	N/A	N/A	N/A
Negative/Decreased	32	16	3	9	4	13	7	N/A	N/A	N/A
Strongly negative/Strongly decreased	7	4	1	2	1	5	1	N/A	N/A	N/A
Impact for students who pass on 1st attempt										
Strongly positive/Strongly increased	11	5	4	1	4	6	4	3	1	2
Positive/Increased	28	49	38	37	37	29	32	19	10	19
No effect	38	39	54	58	54	49	64	75	86	73
Negative/Decreased	11	5	3	3	4	4	0	4	3	5
Strongly negative/Strongly decreased	3	0	1	1	0	4	0	0	0	1
Impact for students who do not pass on 1st attempt										
Strongly positive/Strongly increased	4	4	5	5	3	2	4	7	3	2
Positive/Increased	33	37	48	45	52	32	38	50	38	36
No effect	16	23	24	24	32	28	32	51	55	57
Negative/Decreased	30	28	21	21	11	21	19	1	4	3
Strongly negative/Strongly decreased	7	8	3	6	2	6	7	1	0	2

Note: Wording of response options was changed from Positive/Negative to Increased/Decreased in 2002 survey administration. Due to missing responses, some columns do not total to 100 percent.

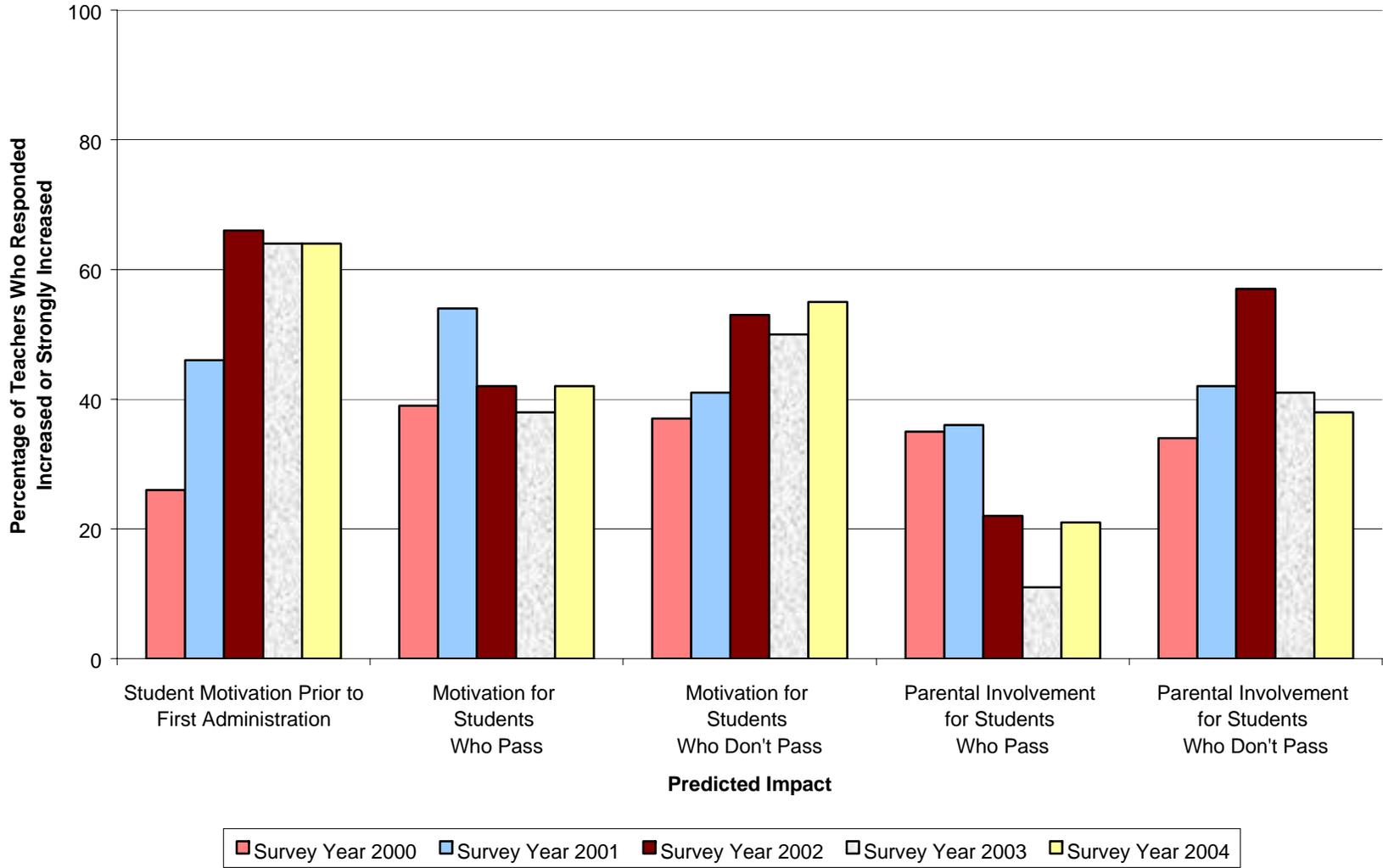


Figure 4.3b. Percentage of teachers predicting increased or strongly increased student motivation and parental involvement in 2000, 2001, 2002, 2003, and 2004.

Principals and teachers were also asked to predict the impact of the CAHSEE on student retention and dropout rates. Responses remained generally negative in 2004. Table 4.18 provides detailed response patterns over the five survey years. Principals' 2004 responses were slightly less negative than those in 2003 (also see Figure 4.4a). Fewer principals predicted a strongly increased student retention rate, but responses shifted only as far as a negative impact. The shift in principals' predictions regarding student dropout rates tended toward predicting no effect. Across the four years of the survey, more principals responded more negatively than did teachers regarding student dropout rates. Principals' 2004 retention rate responses were slightly less frequently negative than those in 2003. In 2004, 3 percent of principals predicted that the CAHSEE would have a strongly negative impact on retention rates whereas 13 percent predicted a strongly negative impact in 2003.

Teachers' 2004 predictions of the retention rate were very similar to those in 2003. In both years, 35 percent of teachers predicted that the exam would result in an increase in the retention rate. Teachers' 2004 retention rate responses were slightly less negative than those in 2003. In 2004 41 percent of teachers predicted that the CAHSEE would have a negative/strongly negative impact on retention rates, compared to 60 percent in 2003.

TABLE 4.18. Principals' and Teachers' Predicted Impact of the CAHSEE on Student Retention and Dropout Rates

Predicted Impact	Principals									
	Student Retention					Student Dropout				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Strongly positive/ Strongly decreased	2	2	0	0	0	2	5	0	0	0
Positive/Decreased	14	7	19	18	18	12	9	7	8	3
No effect	29	36	46	31	33	21	7	25	15	24
Negative/Increased	41	41	26	38	46	41	50	52	51	52
Strongly negative/ Strongly increased	14	14	9	13	3	24	30	16	26	21
Teachers										
Strongly positive/ Strongly decreased	0	1	1	0	2	1	1	1	0	2
Positive/Decreased	11	14	14	14	10	9	11	4	3	2
No effect	20	53	40	51	53	20	26	37	38	54
Negative/Increased	44	27	41	29	33	44	43	46	44	38
Strongly negative/ Strongly increased	12	5	4	6	2	14	18	12	16	3

Note: Some columns total less than 100 percent due to rounding.
 Note: Discernable changes in predicted impact are noted in bold.

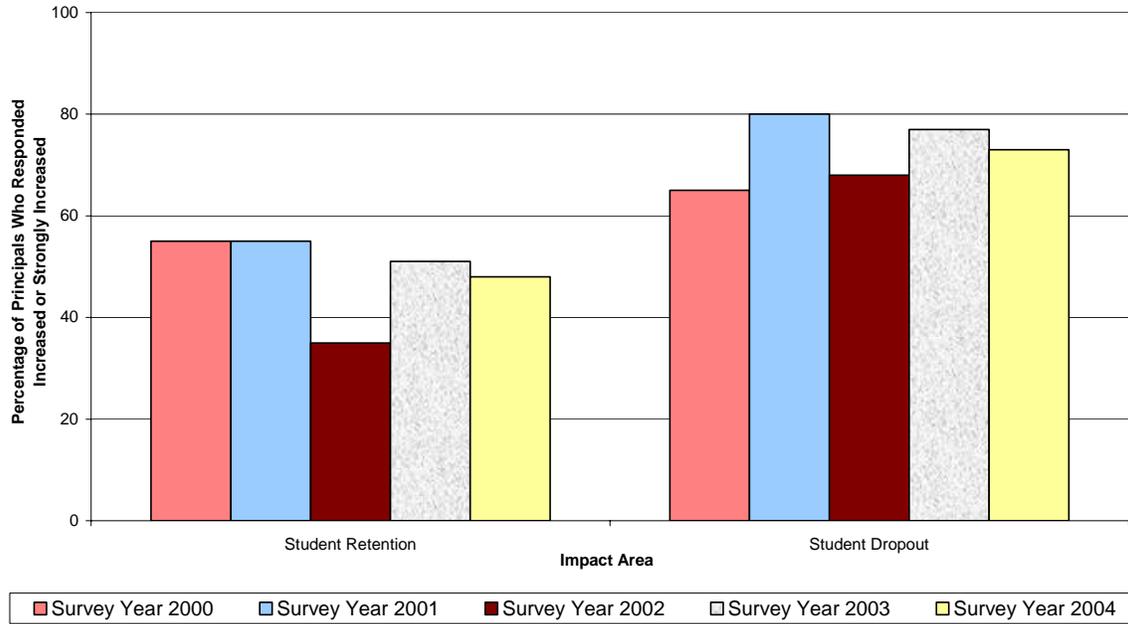


Figure 4.4a. Percentage of principals predicting increased or strongly increased student retention and dropout rates in 2000, 2001, 2002, 2003, and 2004.

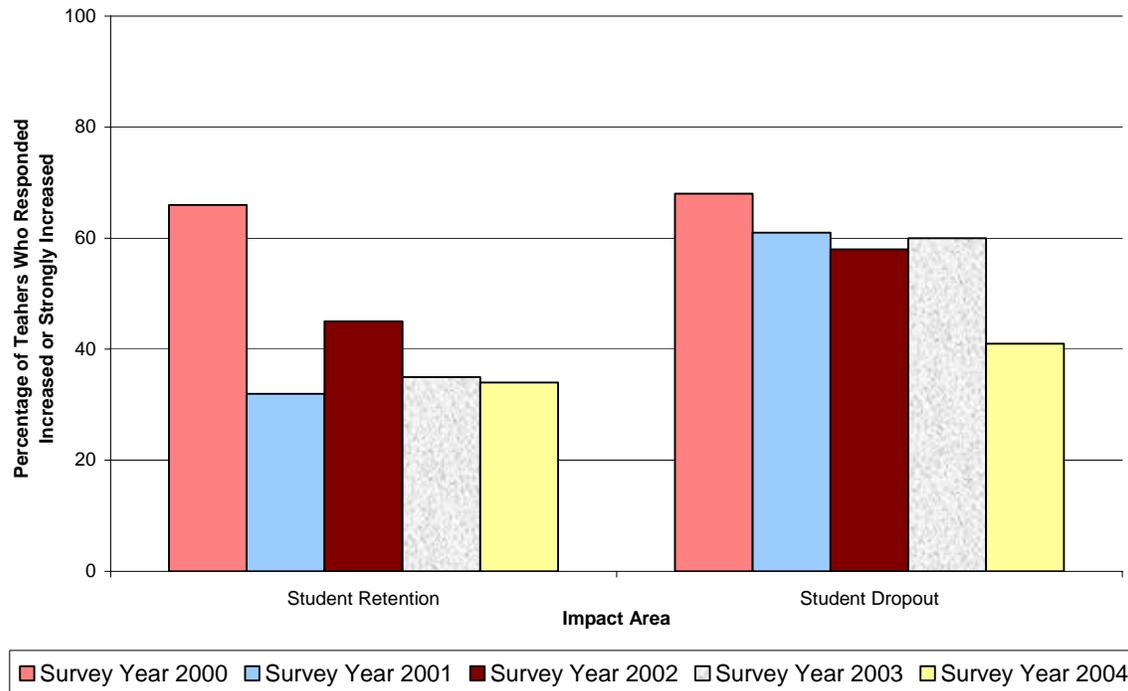


Figure 4.4b. Percentage of teachers predicting increased or strongly increased student retention and dropout rates in 2000, 2001, 2002, 2003, and 2004.

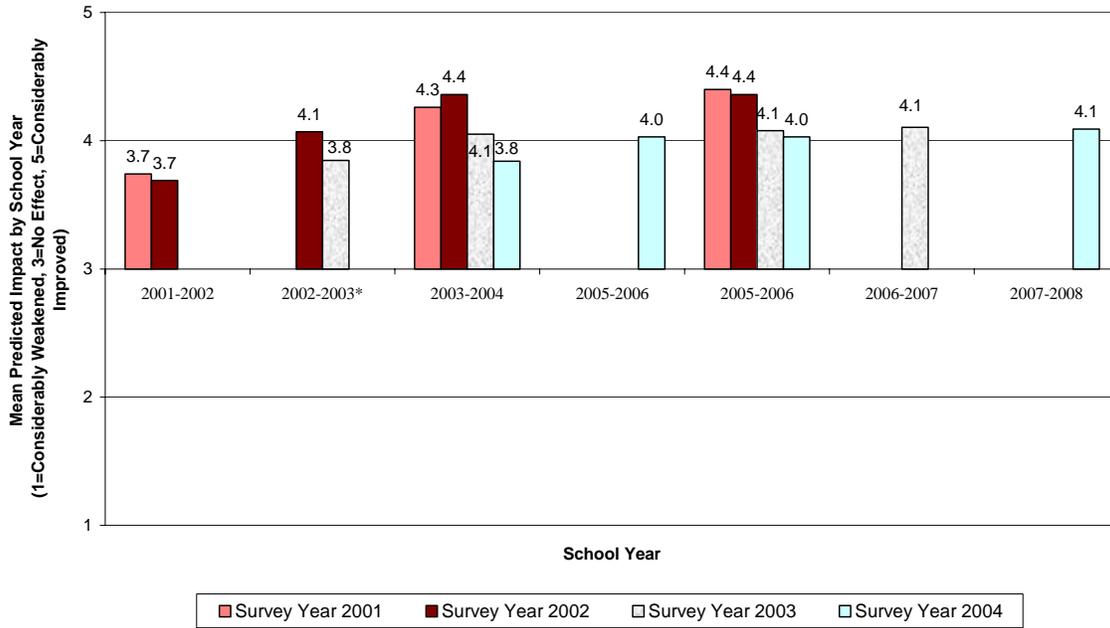
Principals and teachers were asked to rate the influence of the CAHSEE on instructional practices in their schools. Table 4.19 indicates that both groups perceived positive effects thus far, with principals reporting more improvement than teachers.

TABLE 4.19. Principal and Teacher Ratings of Influence of the CAHSEE on Instructional Practices (in percentages) (Principal N=34; Teacher N=135)

Effect on Instructional Practices	Principal	Teacher
Considerably improved	19	5
Improved	59	56
No effect	19	37
Weakened	3	2
Considerably weakened	0	0

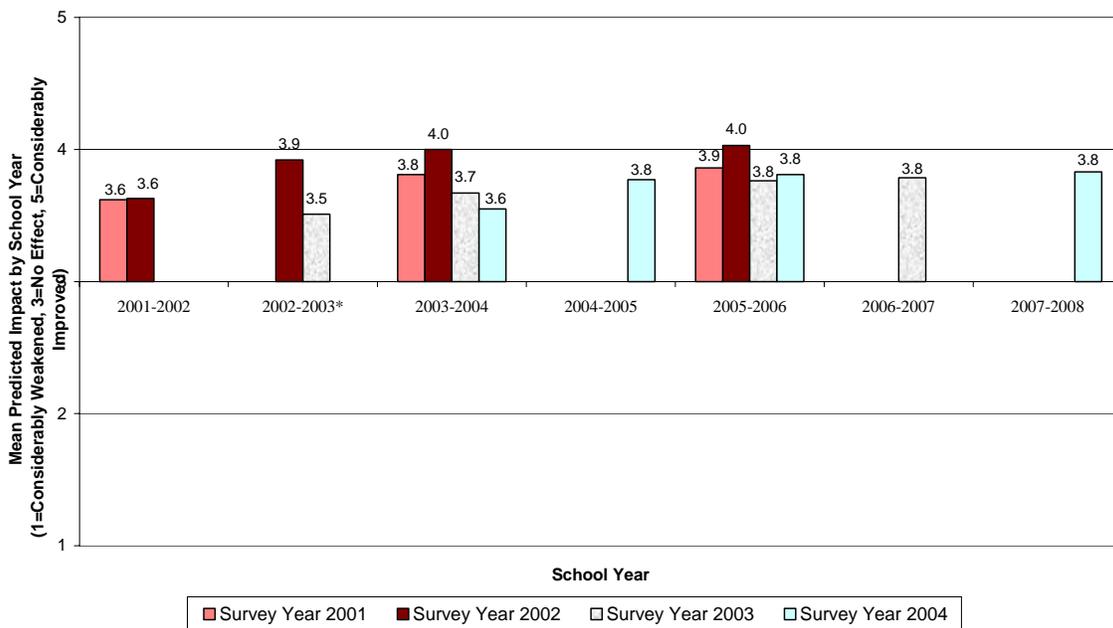
Principals were also asked to predict, based on what they knew about their schools, the influence of the CAHSEE on classroom instructional practices over time. Only one of the principals who completed the 2004 survey indicated that practices would be weakened as a result of the CAHSEE. Figure 4.5a presents a summary of the mean ratings made by principals for each school year for which they were surveyed: 2001, 2002, 2003, and 2004 (1=Considerably Weakened, 2=Weakened, 3=No Effect, 4=Improved, 5=Considerably Improved). Note that the survey did not inquire about the effect on every school year, but rather identified a few years to rate. In general, respondents to the 2004 survey indicated that classroom instructional practices would be improved as a result of the CAHSEE at a fairly constant level. Throughout the survey years, principals have consistently predicted greater improvement in outlying years than in the current year. For example, the predictions for the 2003–2004 school year—initially the year in which diplomas would first be withheld from students who did not pass the CAHSEE—were consistently positive, but generally decreasing in magnitude as the year approached. In survey year 2001, the average rating was 4.3 (i.e., slightly above an “improved” rating of 4.0); in survey year 2002 it raised slightly to 4.4; in survey year 2003 it dropped to 4.1; and finally, in 2004, the rating of the now-current school year dropped to 3.8.

Teachers were asked the same question about the influence of the CAHSEE on instructional practices for the four school years. Figure 4.5b presents a summary of the average ratings made by teachers for each school year they were surveyed: 2001, 2002, and 2003. Teachers also predicted that the overall effect of the CAHSEE would be an improvement; only two teachers indicated that they thought the result would be to weaken instructional practices.



*Note: Different school years were asked on different survey years. Missing bars indicate that the prediction was not requested.

Figure 4.5a. Principals' predictions of influence of the CAHSEE on instructional practices over time.



* Note: Different school years were asked on different survey years. Missing bars indicate that the prediction was not requested.

Figure 4.5b. Teachers' predictions of influence of the CAHSEE on instructional practices over time.

One of the concerns when implementing a new exam is whether there is a differential impact on various subgroup populations. We asked principals to estimate the percentage of 10th grade students who have had instruction in the ELA and mathematics standards; the question was broken down to elicit responses regarding the total student population and the following specific subgroups: students with disabilities in Special Day Classes (SDC), students with disabilities in Resource Specialist Classes (RSC), and EL students. Figures 4.6a and 4.6b present the results for ELA and mathematics, respectively. Each student subgroup is represented by a horizontal bar containing four segments. The leftmost segment indicates the percentage of principals who estimated that greater than 95 percent of their student population within that demographic subgroup have had instruction that covers the CAHSEE content standards; the next segment represents 75–95 percent; the next, 50–74 percent; and the rightmost segment indicates fewer than 50 percent. The longer the leftmost segments, the greater the preparedness. Principals estimated that fewer students with disabilities and EL students are prepared in ELA and math.

Comparisons among principals' 2001, 2002, 2003, and 2004 estimates of instruction received, by student groups, are presented in Table 4.20. Ratings of preparedness of students with disabilities and all students were higher in 2004 than in previous years.

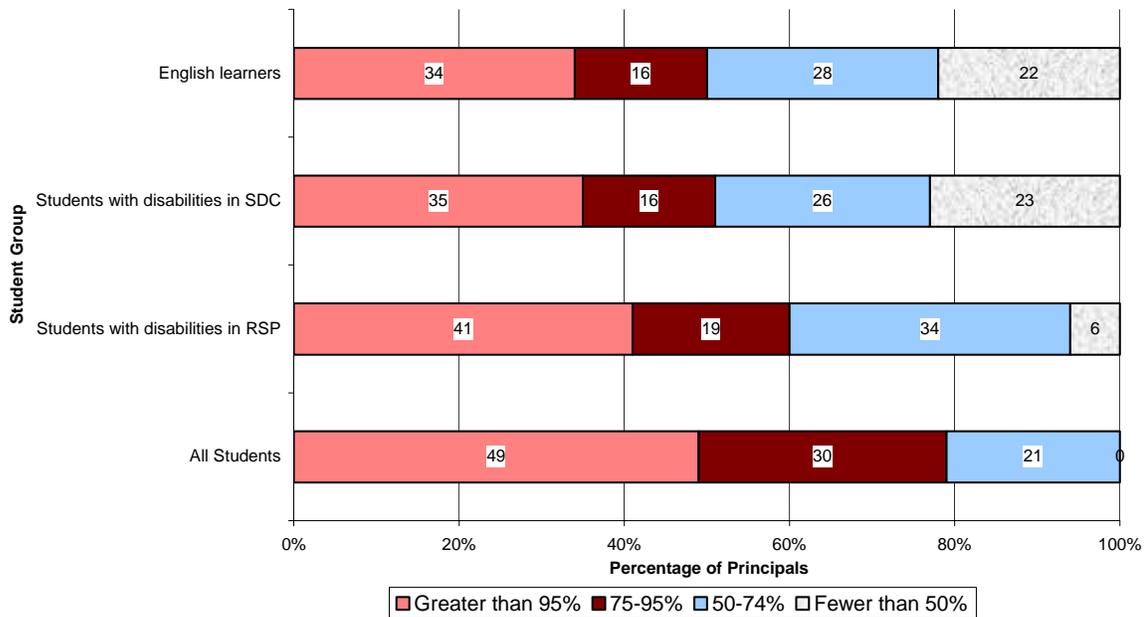


Figure 4.6a. Percentage of principals estimating the percentage of students who have had instruction in ELA content standards (ordered by least instruction).

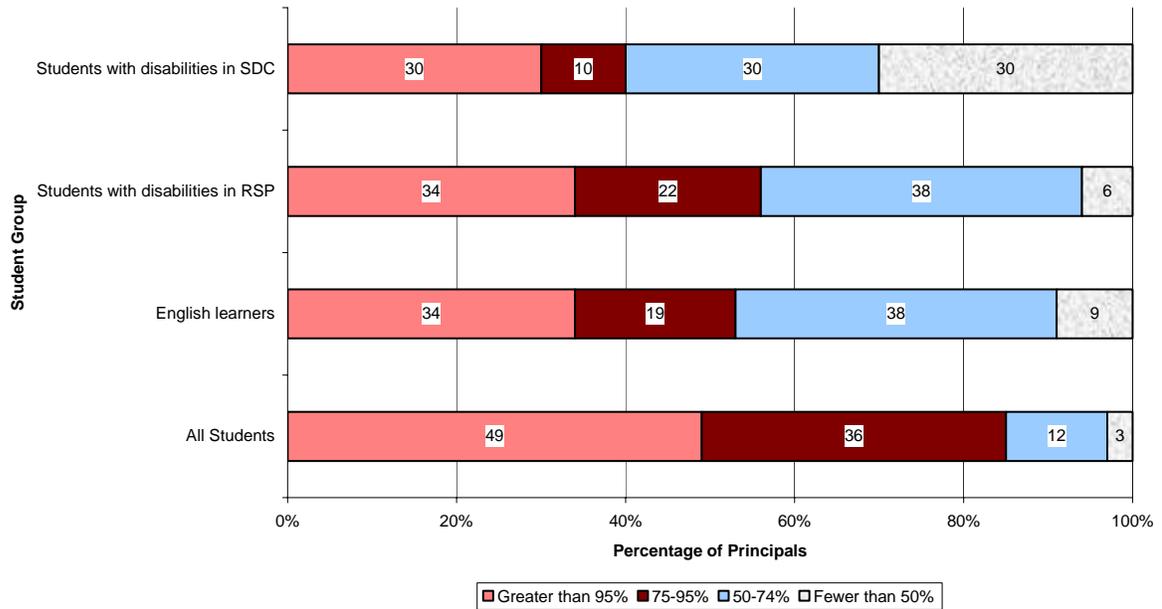


Figure 4.6b. Percentage of principals' estimating the percentage of students who have had instruction in mathematics content standards (ordered by least instruction).

TABLE 4.20. Principals' 2001 through 2004 Estimates of the Percentage of Students with Instruction in Content Standards (in percentages)

Student Group	2001		2002		2003		2004	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
English learners								
Greater than 95%	8	6	28	22	41	28	34	34
75–95%	18	29	15	22	16	22	16	19
50–74 %	18	15	30	32	28	28	28	38
Fewer than 50%	56	50	28	24	16	22	22	9
Students with disabilities (in SDC for 2003, 2004 columns)*								
Greater than 95%	12	5	26	14	16	9	35	30
75–95%	22	23	14	19	23	19	16	10
50–74%	24	28	24	21	10	19	26	30
Fewer than 50%	42	44	36	45	52	53	23	30
Students with disabilities in RSP								
Greater than 95%	N/A	N/A	N/A	N/A	25	14	41	34
75–95%	N/A	N/A	N/A	N/A	31	30	19	22
50–74%	N/A	N/A	N/A	N/A	22	27	34	38
Fewer than 50%	N/A	N/A	N/A	N/A	22	30	6	6
All students								
Greater than 95%	16	9	43	22	34	33	49	49
75–95%	36	43	23	30	39	35	30	36
50–74%	27	17	25	26	24	23	21	12
Fewer than 50%	21	31	9	22	3	10	0	3

*Note: The 2003 and 2004 surveys separated students with disabilities into two sub-categories: Students with disabilities in Special Day Classes (SDC) and Students with disabilities in Resource Specialist Programs (RSP). The 2001 and 2002 surveys had only one overall category.

Postponement of CAHSEE Consequences

When the CAHSEE was postponed from impacting the Class of 2004 to the Class of 2006, many students in the Classes of 2004 and 2005 had already taken (and passed) the CAHSEE. The CDE implemented no statewide rule regarding these students, but left the decision up to individual districts whether to (a) acknowledge students who passed the exam or (b) offer additional opportunities for these students to sit for the exam. The CDE provided a Certificate of Achievement that districts could opt to award to students who passed the test. The survey asked principals whether they were offering current juniors and seniors who passed both parts of the CAHSEE a seal or the CDE certificate. Twenty-one percent of principals indicated they were offering one of these documents; 47 percent answered “no” and 32 percent did not answer.

Other

Principals were asked to rate the likelihood that specific factors would affect their students' success in meeting the requirements of the CAHSEE. The results are presented in Table 4.21, in decreasing order of endorsement in 2004. The factors for which most principals indicated "definitely a factor" were identical to those in 2003: poor attendance, language barriers, lack of motivation, and lack of preparation. However, ratings of the impact decreased in all of these categories except lack of motivation, which remained fairly stable at 57 percent and 59 percent, respectively. Most notably, fewer principals cited lack of preparation and the requirement to prepare for too many tests as definite factors, relative to 2003.

TABLE 4.21. Percentage of Principals Indicating Factors Affecting Student Success on the CAHSEE

Factor	Definitely a Factor			
	2001	2002	2003	2004
Poor attendance	67	61	68	62
Language barriers	39	50	62	58
Lack of motivation	47	43	57	59
Lack of preparation needed to pass	48	42	54	41
Too many tests to prepare for	53	48	47	23
Lack of credentialed math teachers	N/A	N/A	5	6
Lack of credentialed E-LA teachers	N/A	N/A	0	0
District's current level of standards in math or algebra	14	25	14	N/A
District's current level of standards in English or writing	14	20	11	N/A

Principals were asked to indicate what actions the school plans to take or has implemented to promote learning for all students. The results are presented in Table 4.22. In every case, a larger percentage of principals indicated that the activities were fully implemented than in any prior survey year. Activities presented in bold in Table 4.22 obtained an increase of more than 10 percentage points since 2003.

TABLE 4.22. Percentage of Principals Indicating Actions to Promote Student Learning

Action	Fully Implemented			
	2001	2002	2003	2004
Encouragement of all students to take Algebra I	45	65	72	97
Teacher access to in-service training on content standards	50	58	60	73
School, teacher, and student access to appropriate instructional materials	54	57	54	85
Teacher access to in-service training on instructional techniques	47	45	50	64
Individual student assistance	27	33	43	50
Teacher and school support services	24	29	41	52
Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	33	23	49	53
Student and parent support services	17	5	10	27

Note: Increases greater than 10% over the past year are noted in bold.

One common criticism of the instructional impact of standardized tests is the tendency for teachers to “teach to the test,” effectively narrowing the curriculum to prepare students to do well on the test at the expense of other instruction. The policy intent of a program such as the CAHSEE is not to have teachers focus their instruction on passing the test, but rather to align curriculum with content standards—some of which are then tested. Principals were asked what percentage of their teachers they thought understood the difference between “teaching to the test” and “aligning the curriculum and instruction to the standards.” The results from four annual surveys are displayed in Figure 4.7. Throughout the survey years, principals have consistently estimated that the majority of teachers understand this difference and there has been a notable increase in the past two survey years. In 2004, 70 percent of responding principals indicate that at least 75 percent of their teachers perceive this difference.

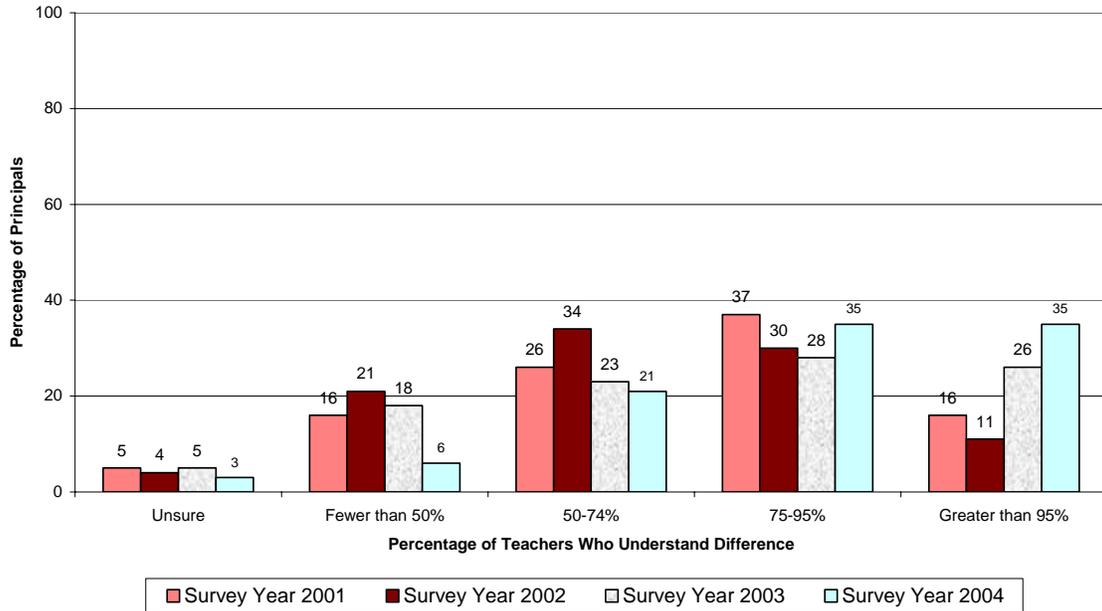


Figure 4.7. Percentage of principals indicating the percentage of teachers who understand the difference between “teaching to the test” and “aligning the curriculum and instruction to the standards” in 2001, 2002, 2003, and 2004.

An intermediate step in ensuring teachers are aligning their curricula to the content standards is to put the standards in the hands of the teachers. Principals were asked what percentage of their teachers have copies of the CST/CAHSEE blueprints, as well as what percent of teachers use the blueprints for lesson planning. Table 4.23 indicates that while three-quarters of principals report that more than half their teachers have a copy of the blueprint, a substantially smaller proportion of teachers use those blueprints in instructional planning.

TABLE 4.23. Percentage of Principals Indicating the Percentage of Teachers Who Have/Use the CST/CAHSEE Blueprints (N=34)

Percent of Teachers	Have a Copy of Blueprint	Use the Blueprints for Instructional Planning
Greater than 95%	29	3
75–95%	26	27
50–74%	24	20
Fewer than 50%	18	43
Unsure	3	7

Principals were probed further on this question of whether teachers teach to the standards. The principal survey asked what evidence the principal collects to verify that teachers are using standards documents, frameworks, and/or blueprints. Table 4.24 lists the offered sources, in decreasing order of endorsement.

TABLE 4.24. Percentage of Principals Who Gather Evidence That ELA and Math Teachers Are Teaching to the Standards (N=34)

Types of Evidence	ELA Teachers	Math Teachers
Classroom visits—Walk-through or other informal interactions	91	91
Discussions at faculty meeting	85	82
Teacher-generated instructional and assessment materials	68	65
Goal setting and other individual conferences	65	65
School or district level in-service	56	56
Reports from department chairs or others responsible for supervising instruction	53	56
Other	3	3

A large majority of principals report they conduct classroom visits and have related discussions at faculty meetings. Two principals offered two other sources they use. One principal cited student work samples; the other principal commented, “Standards are stated on lesson plans and course outlines. All activities are standards-based.”

Another common criticism of other testing programs that test students on a small number of content areas is that the teachers in those areas are perceived as responsible for preparing students, as opposed to a school-wide emphasis on student success. To assess whether this concern was valid for the CAHSEE, principals and teachers were asked to what degree teachers other than those in ELA and math view themselves as sharing responsibility for student success on the CAHSEE. Table 4.25 indicates that principals perceive more shared responsibility by the teachers (as well as a greater increase over time), as compared to the perception of teachers of ELA and math. This difference is both substantial and sustained. For example, in 2004, 41 percent of principals believed other teachers felt “very responsible,” compared to only 10 percent of teachers. At the other extreme of the scale, 22 percent of teachers believed other teachers felt “not at all responsible” compared with only six percent of principals. Between 2003 and 2004, principals have grown substantially more optimistic while teachers have become more pessimistic.

TABLE 4.25. Responsibility Felt by Teachers Other Than ELA and Math (percentages as perceived by principals, ELA, and math teachers)

Level of Perceived Responsibility	Principals			Teachers		
	2002	2003	2004	2002	2003	2004
Very responsible	11	22	41	10	16	10
Somewhat responsible	70	49	35	32	28	29
Slightly responsible	13	27	18	41	36	39
Not at all responsible	6	3	6	16	20	22

Note: Columns do not all total to 100 due to rounding.

Principals were asked the extent to which several activities have been implemented to promote learning for all students, and the extent to which financial constraints have limited their ability to provide these services during the past four years. Table 4.26 summarizes results from all three questions. The left half of the table indicates the extent to which each service has been implemented; a majority of principals reported that every listed activity has been partially/fully implemented. Next, for each activity the right half of the table addresses financial constraints. The top line for each activity depicts the extent to which financial constraints have had an effect over the past four years; the bottom line predicts impact in the near future. A majority of principals reports that every activity has been affected to a slight/moderate extent. In every case except “School, teacher, and student access to appropriate instructional materials” more principals predicted greater financial constraints in the future than in the past. Notably, at least a quarter of principals predicted that individual student assistance, student and parent support services, and remediation would be impacted to a great extent in the near future.

TABLE 4.26. Extent to Which Services have Been Implemented to Promote Learning for All Students and Related Financial Constraints, According to Principals (in percentages) (N=34)

Activity	To what extent has your school implemented these services to promote learning for all students?				To what extent have/will financial constraints limit(ed) your ability to provide these services?				
	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented	Past 4 years	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
School, teacher, and student access to appropriate instructional materials	0	0	15	85	Past 4 years	30	21	46	3
					Near future	18	36	36	9
Individual student assistance	6	9	34	50	Past 4 years	12	22	47	19
					Near future	12	18	42	27
Teacher and school support services	6	15	27	52	Past 4 years	21	30	36	12
					Near future	21	15	46	18
Student and parent support services	15	15	42	28	Past 4 years	15	39	27	18
					Near future	22	19	34	25
Teacher access to in-service training on content standards	0	6	21	73	Past 4 years	30	30	33	6
					Near future	22	19	50	9
Teacher access to in-service training on instructional techniques	6	0	30	64	Past 4 years	27	27	39	6
					Near future	18	27	42	12
Administrator and teacher access to in-service training for working with diverse student populations and	6	0	41	53	Past 4 years	21	36	39	3
					Near future	15	30	46	9
Encourage all students to take Algebra 1	0	0	3	97	Past 4 years	N/A	N/A	N/A	N/A
					Near future	N/A	N/A	N/A	N/A
Remediation	N/A	N/A	N/A	N/A	Past 4 years	12	33	39	15
					Near future	12	21	42	25

Principals were asked the extent to which the CAHSEE draws away resources from several course categories. Table 4.27 lists the categories in descending order of impact. Over half the principals indicated that the CAHSEE drew resources away from courses in the arts and vocational courses to a moderate/great extent. Courses in other academic subject areas and advanced courses were impacted to a lesser, but discernible, extent.

TABLE 4.27. Extent to Which the CAHSEE Draws Resources Away from Various Categories of Courses, According to Principals (in percentages) (N=34)

Course Category	Extent to Which the CAHSEE Draws Resources Away			
	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
Courses in the arts	21	27	21	30
Vocational courses	25	19	31	25
Courses in other academic subject areas	31	25	34	9
Advanced courses	44	19	31	6
Other	0	0	0	0

Surveyed teachers were asked to characterize their own opinion of the CAHSEE and to compare those opinions to those of other teachers in their departments. Table 4.28 compares responses to these two questions. The rightmost column indicates the distribution of teachers' opinions. Overall, the opinions tend to be neutral-to-positive; 14 percent are (very) negative; 40 percent, neutral; and 46 percent, (very) positive. These ratings were higher across the board than in 2003, when they were 27 percent, 37 percent, and 36 percent, respectively. The bottom row summarizes the comparison of the respondents' opinions to their colleagues. Fifty-nine percent of teachers report that their own opinions are about the same as other teachers in their departments; 5 percent, somewhat/much more negative; and 29 percent, somewhat/much more positive.

TABLE 4.28. Surveyed Teachers' Own and Others' Opinions of the CAHSEE (in percentages) (N=135)

Your Opinion of CAHSEE	How You think Your Opinion Compares To Other Teachers In Your Department						Total
	Do not know	Much more negative	Somewhat more negative	About the same	Somewhat more positive	Much more positive	
Very negative	0%	0%	0%	1%	0%	0%	1%
Negative	0%	0%	2%	11%	1%	0%	13%
Neutral	5%	0%	2%	25%	8%	0%	40%
Positive	2%	1%	2%	21%	15%	1%	40%
Very positive	0%	0%	0%	1%	3%	2%	6%
Total	7%	1%	4%	59%	26%	3%	100%

Note: Row and column percentages do not equal cell totals, due to rounded cell values.

Site Testing Coordinator Findings

The survey of teachers and principals in the longitudinal sample of schools included the third administration of a survey of site coordinators. The site-coordinator survey asked for feedback on training and guidance, students tested, and the general approach to conducting the exam. Table 4.29 summarizes the responses received in each year of the survey. All schools reported administering both the ELA and mathematics parts of the CAHSEE.

TABLE 4.29. Site Coordinator Responses and Positions

	2002	2003	2004
Districts	17	17	19
Schools	42	35	42
Most Common Position Held			
Principal			5
Assistant Principal	18	14	50
Test Coordinator	20	15	67
Counselor			12
Teacher			10
Other			5

Note: Columns exceed 100% because respondents could select multiple options.

Nineteen out of 42 (45%) test coordinators responded to an open-ended question asking about specific factors that they felt influenced the school’s planning or performance on the CAHSEE. Of the test coordinators, 42 percent (8 out of 19 responses) noted the administration of the CAHSEE, including (a) scheduling, (b) logistic/facility constraints, such as space limitation and supervision, (c) the length of testing session, e.g., “the math test needs to be reduced in both time and the number of questions,” and (d) credibility of CAHSEE, e.g., “have the concern whether the State Board of Ed will hold the line on using CAHSEE as a graduation requirement;” 26 percent (5 out of 19 responses) mentioned such behavior issues as (a) student motivation or attendance, (b) parent support, and (c) high mobility; and 16 percent (3 out of 19 responses) referred to inadequate preparation of students and EL and special education challenges

Preparation

Site coordinators received information on how to administer the CAHSEE mainly through the sources shown in Table 4.30. Sources are listed in descending order of 2004 endorsement. Site coordinators reported a striking increase in the use of the School Coordinator’s Manual and district workshops in 2004, as well as a marked increase in the use of the ETS CAHSEE Administration training video.

TABLE 4.30. Site Coordinator Sources of Information on Administering the CAHSEE

	2002	2003	2004
School Coordinator's Manual	39	35	90
District workshop	26	23	79
ETS Video	2	10	38
ETS Test Administration Training workshop	13	5	14
CDE update meetings	1	2	5

Note: Columns exceed 100% because respondents could select multiple options.

When asked what, if any, of the information needed clarification or correction, 11 out of 14 (79%) responded with either no clarification or correction needed, or a positive comment on the provided information. Twenty-seven out of 42 (64%) site coordinators commented on the usefulness of information that they received on how to administer the CAHSEE. Among them, 14 coordinators (52%) cited the *Directions for Administration and School Coordinator's Manual* as the most helpful source of information, due to its clarity, specificity and self-explanatory nature; six coordinators (22%) cited the *District Workshop*, largely because of the chance to ask questions and request follow-up guidance from the district; and four (15%) cited the *ETS Training Workshops* as the most helpful.

Logistics

The observations and surveys provided information on seven aspects of logistics:

1. type of test facility
2. security
3. preparation of proctors/monitors
4. use of precoded answer sheets
5. handling different finishing times
6. impact of the revised schedule
7. problems encountered

The question about *test facility* asked where schools administered the CAHSEE in spring 2004—on- or off-site classrooms or large rooms such as a library, cafeteria, or gymnasium—and where they plan to administer it in spring 2005. Table 4.31 details the responses to these questions, as well as the facilities reported in the 2003 survey.

TABLE 4.31. Percentage of Site Coordinators Reporting Various Types of Testing Facilities

	2003	2004	2005 (Planned)
On-site classrooms	71	62	67
On-site large room (e.g., auditorium or gymnasium)	69	55	52
Off-site classrooms	0	5	2
Off-site large room (e.g., auditorium or gymnasium)	0	2	2
Not sure	0	2	2

Note: Columns exceed 100% because respondents could select multiple options.

None of the site coordinators over the three years of the site testing coordinator survey thought that they had real *security* issues. One comment this year suggested that it would be better to have a separate answer book for math or at least a two-day gap between the ELA and math tests, noting that it takes several hours to reorganize math booklets and answer documents, which is difficult to accomplish during the school day because most students need several hours to complete the ELA test.

Test coordinators were asked how they prepared proctors and monitors for the administration of the CAHSEE. The response choices were (a) no preparation, (b) conducted workshop, (c) distributed excerpts of directions for test administrators, (d) developed step-by-step procedures, (e) described general requirements, and (f) other. Respondents could mark more than one approach. Techniques employed were: workshop (62%), excerpts of directions (48%), step-by-step procedures (50%), general requirements (40%), and other (21%). Seven percent of site coordinators (3) indicated that their schools did nothing to prepare the proctors and monitors.

Site coordinators were asked whether they took advantage of the pre-coding option for answer sheets. The response is difficult to interpret because over half the survey respondents did not answer the question at all (57%). Of those who did answer, 89 percent said yes (which is only 38 percent of the entire respondent pool). However, 93 percent indicated that they planned to use the pre-coding option next year.

Each year, the annual survey asked site testing coordinators three questions about how their schools dealt with variations in students' finishing times on the CAHSEE. Tables 4.32 through 4.34 present their responses.

TABLE 4.32. How schools handled students who finished first section early (in percentages)

	2002 N=42	2003 N=35	2004 N=41
Go directly to second section	7	17	7
Stay in room until scheduled break	76	77	85
Wait outside room until scheduled break	12	5	5
Other	5	0	2

TABLE 4.33. How schools handled students who had not finished by time of break between sessions (in percentages)

	2002	2003	2004
	N=42	N=35	N=41
All finished by break	47	23	34
Delayed break until all finished	5	14	2
All took break and finished after, if needed	5	14	32
Students not finished worked through break	13	17	10
Moved students not finished to another room	18	31	20
Other	11	0	2

TABLE 4.34. How schools handled students who had not finished by lunchtime (in percentages)

	2002	2003	2004
	N=42	N=35	N=41
All finished by lunch	60	40	41
Went to lunch and finished after	31	29	45
Worked through lunch	10	17	12
Other	0	11	2

The survey asked test coordinators how their schools handled the schedules of other grades during the period when the CAHSEE was being administered and what impact the CAHSEE schedule had on attendance of students in other grades. Table 4.35 shows how the schools handled scheduling, and Table 4.36 presents the reported impact on attendance. Responses in 2004 were similar to the 2003 responses, although in 2004 seven percent of the responding schools reported higher attendance than normal in the other grades.

TABLE 4.35. How schools scheduled students in other grades during the CAHSEE administration (in percentages)

	2002	2003	2004
	N=42	N=35	N=41
Special school-wide activity	0	3	5
Regular classes but revised schedule	15	40	43
Regular classes and regular schedule	76	57	50
Other	10	0	2

TABLE 4.36. Impact of the CAHSEE administration on attendance in other grades (in percentages)

	2002	2003	2004
	N=42	N=35	N=41
Higher attendance than normal	5	0	7
No impact	77	82	80
Lower attendance than normal	18	18	12

The survey included a question about problems that were not covered by guidance documents for the CAHSEE administration. The only comment mentioned that if there were any questions, they were handled by the district coordinator and staff, who were always available by phone or e-mail.

Accommodations and Modifications

Accommodations include changes to test presentation, response, or scheduling to provide a more appropriate assessment of students with disabilities. Modifications are changes that also change what is being measured and so invalidate the resulting test scores. According to CDE regulations, the decision to grant accommodations or allow modifications must be based on the student’s Individual Education Program (IEP) or Section 504 Plan. Students whose plans require test modifications cannot pass the exam directly, but may apply for a waiver if their test scores and other evidence suggest that they have mastered the required skills.

This year’s test coordinators estimated their schools tested most of the eligible EL students and special needs students. Table 4.37 shows the results and compares the responses to last year’s. The results indicate that more EL and special needs students were included in the CAHSEE program this year.

TABLE 4.37. Proportion of eligible EL and SD students tested (in percentages)

	2002 N=42	2003 N=35	2004	
			EL N=39	SD N=40
None	10	3	0	0
Fewer than half	15	6	13	12
About half	0	15	0	0
Most	61	55	64	65
All	15	21	23	23

The accommodations and modifications used in the surveyed schools are reported in Tables 4.38 and 4.39, in descending order of use in 2004. Timing/scheduling and setting continued to be the most frequent accommodations. Every type of accommodation was reported at a lower rate than in 2003. In the modification category, some schools allowed some students to use calculators for math and audio or oral presentation for ELA but the numbers continue to decline.

TABLE 4.38. Accommodations provided (in percentages)

	2002	2003	2004
	N=42	N=35	N=39
Timing/scheduling	72	80	51
Setting	75	60	49
None	0	0	23
Large print	9	24	18
Assistive devices and technologies regularly used during testing	3	12	10
Verbal, written, or signed responses	6	12	8
Braille	3	8	8
Audio or oral presentation (math only)	19	36	3
Test item enlargement	0	0	0
Markers, mask or other visual attention	24	8	0
Reduced numbers of items per page	24	0	0

Note: Respondents could mark more than one accommodation.

TABLE 4.39. Modifications provided (in percentages)

	2002	2003	2004
	N=42	N=35	N=41
None	[not an option]	49	66
Calculators for math	83	36	27
Audio or oral presentation for ELA	42	24	12
Signed response (ELA only)	N/A	N/A	5
Other	8	9	2

Note: Respondents could mark more than one modification.

This year’s survey asked site testing coordinators if there were any students receiving special education services who were unable to take the test even with accommodation or modification. Only five respondents indicated that this happened, explaining:

- Students taking the alternative test, CAPA, did not take the CAHSEE (2).
- “The student who required the large print and audio CD did not take the test because the special education instructor was not trained in the procedure. I would like to request a workshop to train special education teachers.”
- “Two students in our severely handicapped classes did not take the test. They are autistic/retarded—unable to read, write—severely limited oral communication skills.”
- “Student who was Resource Specialist Program (RSP) refused to take test.”

Test Results

Test coordinators were asked how the CAHSEE test results would be used. A list of possible uses was provided from which respondents could mark all that apply. Responses (in descending order) were individual counseling (81%), design remedial

courses (60%), revise current courses (24%), and other (14%). Written-in “other” responses included:

- Continue with test prep for students in their homerooms twice a week.
- Augment test prep materials in ELA and math classes.
- Notify English and math teachers of results for their students.
- Indicate need for summer school enrollment for the CAHSEE.

Classes of 2005 and 2006

The CAHSEE was originally planned to take effect with the graduating Class of 2004. Since its postponement to the Class of 2006, many students in the preceding two classes have taken (and passed) the CAHSEE. The CDE left the decision of whether and how to acknowledge the accomplishment of these students up to individual districts. The survey asked test coordinators whether the school is offering the current 11th and 12th grade students who passed both parts of the CAHSEE a seal or Certificate of Achievement made available by the CDE. Sixteen of the 42 survey respondents (38%) responded in the affirmative³. This leads to a second, related question: Did the site coordinator administer the released form of the CAHSEE to 11th and 12th grade students who had not passed one or both parts of the CAHSEE but who wanted to continue trying to pass this year to receive the seal or certificate? Only nine percent of site coordinators indicated they are doing so.

Summary

School staff survey responses tell a promising story over the five-year period since the inception of the California High School Exit Examination program. A longitudinal sample of high school personnel were surveyed each spring from 2000 through 2004 to elicit awareness, preparation, expectations, and impact of the CAHSEE results. Surveys in the early years relied heavily upon anticipation and expectations but as schools gained experience with the CAHSEE the focus turned toward actual effects and action. Adjustments were also made to survey items (and interpretation of the responses) after the California State Board of Education postponed the implementation of the CAHSEE consequences from the Class of 2004 to the Class of 2006. It is important to note, however, that the timing of this short postponement ensured that high schools were continually motivated to actively address CAHSEE-related issues.

Unsurprisingly, principals report that student and parent familiarity with various aspects of the CAHSEE have increased over time (Table 4.4). The rate of increase has slowed, but continues. Principals also report increased alignment between district and state standards, although teachers’ estimations of the coverage of these

³ Note that this percentage differs from the responses to the principal survey. Twenty-one percent of principals reported their schools were offering one of these documents, compared to 38 percent of test coordinators. However, as 32 percent of principals did not answer the question it is impossible to determine whether the principals and test coordinators are actually in disagreement.

standards remain incomplete (Tables 4.7a and 4.7b). Teachers report less time spent on CAHSEE-related activities in 2004 than in 2003. ELA teachers acknowledge more time spent in content-area professional development than math teachers, and also rate the instructional benefit derived from this training more highly (Tables 4.9 and 4.11).

Principals rate the usefulness of the CDE website more highly than do teachers, although a considerable percentage of both groups reported that both this site and the CAHSEE Remediation Guide were useful. Approximately a third of surveyed teachers, however, are unfamiliar with both resources (Table 4.12). A majority of principals report various activities to prepare faculty/staff for the CAHSEE, including test administration workshops, local workshops on the CAHSEE content and test administration, and providing test-taking strategies (Table 4.13).

Principals were provided lists of activities to prepare students for the CAHSEE. In general, preparatory activities have increased over time. Interestingly, the most common activities in 2004 were not activities geared toward explicitly preparing students for the content covered by the CAHSEE, but were instead motivational in nature: emphasizing the importance of the CAHSEE and encouraging students to work hard (Figure 4.1a). Schools followed the motivational activities with the teaching of test-taking skills—an effort that would presumably provide students a benefit beyond the CAHSEE. The fourth most-commonly reported activity was adopting the state standards—again, an alignment activity with implications beyond the CAHSEE. Principals report that many of the activities planned to assist students to pass the CAHSEE are not yet fully implemented (Table 4.14).

In open-ended responses, both principals and teachers noted that the CAHSEE program benefits California schools by providing accountability and increasing students' seriousness and motivation. A minority of each group (10% of principals and 15% of teachers) indicated that the CAHSEE provided no benefit. Principals' judgments regarding the score reports included some negative feedback. Some respondents noted that the reports were not useful instructionally and others criticized the timeliness of the reports.

Over the years, teachers have consistently reported that approximately a third of 10th grade students are not well prepared (or not at all prepared) (Table 4.15). While estimates of the number (or percentage) of well-prepared (and very well-prepared) students have steadily but gradually increased, the pool of unprepared students has stayed persistently high.

Principal and teacher ratings of the effects of the CAHSEE on student motivation and parental involvement have increased, despite some unrelenting patterns (Tables 4.16, 4.17 and Figures 4.3a, 4.3b). A majority of both groups seem to indicate that facing the hurdle of passing the CAHSEE is a motivating factor for students, whether they have not yet taken the exam or they have taken it and not passed. Once students have passed the exam, responses indicate that the effect is somewhat

muted, although still neutral-to-positive. The demotivating effects on high-achieving students anticipated by some opponents of the program seem not to have emerged. Both groups report that parental involvement is boosted for students who do not pass the exam, compared to those who have already passed.

However, a large percentage of both principals (73%) and teachers (41%) predict that the CAHSEE will have a negative (or strongly negative) impact on student retention and student dropout rates, yielding increases in both rates (Table 4.18, Figures 4.4 and 4.4b). Although the state-maintained enrollment data do not provide evidence to date of such an effect, the perception persists.

One of the concerns when implementing a new exam is whether there is a differential impact on various subgroup populations. Principals acknowledge that students with disabilities and EL students, on the whole, have had less exposure to the ELA and math content standards than the overall student population (Figures 4.6a and 4.6b). While the coverage has reportedly increased for all groups since the inception of the CAHSEE, the disparity remains. Most test coordinators indicate that most or all of these students are tested and that these numbers have increased over the past three years (Table 4.37). Conversely, the rate of testing accommodations and modifications decreased in 2004.

Despite these concerns, most principals and teachers perceive the CAHSEE as having a positive influence on instructional practices (Table 4.19) and expect that positive influence to continue in coming years (Figures 4.5a and 4.5b). Most principals report that most teachers understand the difference between “teaching to the test” and “aligning the curriculum and instruction to the content standards” (Figure 4.7). They base this conclusion on multiple sources of information, including classroom visits, discussions at faculty meetings, instructional materials, and other sources (Table 4.24). However, while a large majority of principals report that more than half their teachers have a copy of the blueprint, a substantially smaller proportion of teachers use those blueprints in instructional planning (Table 4.23).

A whole-school approach to helping students achieve is widely endorsed in educational literature. Principals and teachers differ in their opinions of whether all teachers (including those who do not teach ELA or mathematics) perceive a shared responsibility for student success on the CAHSEE (Table 4.25). Principals clearly sense more shared responsibility than do the ELA and math teachers. In fact, a constant theme through the survey responses is that the optimism of principals is higher than that of their teachers. For example, note principal and teacher ratings of the usefulness of the CDE website, student exam motivation, and parental involvement (Tables 4.12, 4.16, 4.17, and Figures 4.3a, 4.3b).

Principals are less sanguine, however, regarding the constraints on student services that will be imposed by financial limitations in the future (Table 4.26). They see individual student assistance as well as support services for students, parents, teachers, and schools at particular risk. Across the board for several activities, they

expect greater financial constraints in the near future as compared to the past four years.

Overall, the five years of the CAHSEE school surveys paint a picture of a maturing program. Awareness regarding the test and supporting materials such as the CDE website, remediation materials, and school coordinator support documentation and training are on the rise. Principals and teachers perceive a variety of benefits of the program, although they remain concerned about potential exacerbating effects on student retention and dropout rates. All told, one might sum up their position as believing that the CAHSEE program is improving education for students who persist.

CHAPTER 5: FINDINGS AND RECOMMENDATIONS

Five years have passed since efforts to develop the CAHSEE were launched. As the independent evaluator for that period, we have watched the HSEE Panel work to identify appropriate content for the ELA and mathematics tests and observed the development and piloting of questions for these tests. The quality of the examination has been surprisingly high given a very tight schedule for initial development. The two contractors for test development have managed to field more than a dozen forms of the tests. As documented in our AB 1609 Study report, schools have responded positively, improving programs of initial instruction and implementing new programs to help students who do not initially pass the CAHSEE.

After reviewing the state of instruction related to the CAHSEE content standards, the Board decided that more time was needed to be sure that all students had access to effective instruction. The CAHSEE requirement was restarted this year with minor changes to the content and format of the exam. In concluding our work as the independent evaluator, we offer a last list of findings based on observation and analysis of the CAHSEE exam developed for the Class of 2006. As in prior years, we also offer recommendations for improving the validity of the test and the effectiveness of the CAHSEE requirement more generally. We conclude by highlighting some questions that will need to be addressed as the CAHSEE program continues to mature.

Findings

The following findings are based on results from the analyses and activities described in the previous chapters. The first four findings have broad implications for the CAHSEE program and are labeled as general findings. These are followed by two more specific findings.

General Finding 1. Student performance on the CAHSEE mathematics test improved significantly for the Class of 2006 in comparison to the Class of 2005. Performance on the ELA improved only slightly, if at all.

Passing rates on the mathematics test, after accounting for changes in the score scale, increased by about five percent in 2004. Mathematics passing rates also increased for every one of the demographic groups that we analyzed. With this increase and the impact of the new score scale, more than 70 percent of the students in the CAHSEE data files passed each part of the CAHSEE. Improvements in mathematics were related to the fact that slightly more students were taking or had taken algebra and higher-level mathematics courses (79.0% compared to 77.8%) and also that passing rates were higher for each level of mathematics courses taken. For example, the CAHSEE mathematics passing rates for students whose highest math course was Algebra I rose from 51 percent to 58 percent. These increases in passing rates indicate that either the effectiveness of the algebra and higher-level courses had improved and/or that students were better prepared by their prior coursework to benefit from high school mathematics courses.

The reason for the lack of a significant increase in performance on the ELA test is unclear. We found modest increases in the percentage of students classified as English learners (16.9% to 18.3%) and students receiving special education services (8.6% to 9.2%). It also appears that a greater proportion of 10th grade students took the CAHSEE, most likely in response to the participation requirements of federal No Child Left Behind legislation. In 2003 the number of 10th grade students taking one or both parts of the CAHSEE was 90 percent of the 2002–2003 fall 10th grade enrollment. In 2004, the corresponding percentage was up, to 94. It is reasonable to assume that by increasing the participation rate, schools tested more students, including English learners and students receiving special education services, who were not well prepared to pass the CAHSEE.

General Finding 2. The performance of students receiving special education services on the CAHSEE remains low.

Students receiving special education services showed the smallest increase in mathematics passing rates of all demographic groups, improving by only 1 percent, from 27 percent to 28 percent. This group also showed a noticeable drop in ELA passing rates, from 32 percent to 29 percent. There continued to be very significant differences in passing rates for students receiving special education services in different ethnic categories. For ELA, only 17 percent of African American students receiving special education services and 19 percent of Hispanic students receiving special education services passed, compared to 37 percent of Asians and 47 percent of White students. For mathematics, 13 percent of African American students and 19 percent of Hispanic students receiving special education services passed, compared to 46 percent of Asians and 44 percent of White students receiving special education services.

General Finding 3. Despite predictions by principals and teachers, the current CAHSEE requirement has been accompanied by a decrease rather than an increase in dropout and retention rates.

Seventy-three percent of the principals responding to our longitudinal survey and 41 percent of the teachers responding predicted that the CAHSEE would have a negative or strongly negative impact on dropout rates (that is, the dropout rate would increase). Last year, we noted that 10th grade to 11th grade enrollment declines for the Class of 2004, the class initially affected by the CAHSEE, were only 6.8 percent compared to about 7.8 percent for each of the prior five classes. This year, the 10th to 11th grade enrollment decline for the Class of 2005 was even slightly less, 6.6 percent. In addition, 11th to 12th grade enrollment declines were only 7.7 percent for the Class of 2004 this year, compared to 8.4 percent for the Class of 2003 and well over 10 percent for each of the prior four classes. It is possible that increased remediation efforts associated with the CAHSEE requirement have contributed to a decline in dropouts, although we cannot rule out alternative explanations such as reduced employment alternatives. In any event, it is clear that the CAHSEE requirement has not led to any significant increase in dropout rates for the first two classes affected by the CAHSEE.

General Finding 4. Principals reported continued efforts to implement programs and practices to help students who are not prepared to pass the CAHSEE and to promote learning for all students.

Principals were asked about activities to help students who do not pass the CAHSEE or who are not prepared. They reported significant increases from 2002 to 2004 in full implementation of several important efforts including:

- *Work with feeder middle school* increased from 5 to 28 percent.
- *Develop parent support* rose from 0 to 11 percent.
- *Offering demanding courses from the beginning* increased from 25 to 64 percent.
- *Ensure students take demanding courses from the beginning* increased from 20 to 64 percent

Principals were also asked about actions to promote learning for all students. They reported significant increases from 2003 to 2004 in full implementation of the following:

- *Teacher access to in-service training on content standards* increased from 60 to 73 percent.
- *Teacher access to in-service training on instructional techniques* increased from 50 to 64 percent.
- *Student and parent support services* increased from 10 to 27 percent.

In addition to the above four general findings, we note two specific findings based on data from the student, teacher, or principal surveys. Many specific findings from these surveys are discussed in detail in Chapters 3 and 4. We have selected two that appear to be significant both in magnitude and in meaning.

Specific Finding 1. About 90 percent of the students tested reported that most or all of the topics on the test were covered in courses that they had taken.

Several new questions were added to the student questionnaire in 2004. These questions were designed to probe student views about how well their courses prepared them to take the CAHSEE. This information complements information about courses collected from teachers and principals in 2003 in the AB1609 study. The first question asked whether the topics on the test were covered in courses they had taken. Only 8.5 percent of the students reported that many topics on the ELA test were not covered in courses they had taken. Only 11.4 percent reported that many topics on the mathematics test were not covered in their courses. These responses were closely related to passing rates. Of the students who responded that many topics were not covered in mathematics courses, only 50 percent passed the mathematics test compared to a 69 percent passing rate for students who said most topics were covered and 89 percent for students who said that all topics were covered.

For mathematics, reported coverage of the CAHSEE topics was also related to the level of mathematics courses taken. Of students who had taken only general math, 29.1 percent said that many topics on the CAHSEE mathematics test were not covered in their courses, compared to 16.5 percent of the students who had taken or were taking Algebra I and less than 7 percent of students taking courses beyond Algebra I (or beyond Integrated Math I).

The rate at which students report coverage of tested topics in their classes is important as one indicator of the opportunity to learn material, or the instructional validity of the CAHSEE test. Student self-report of exposure to tested topics is only a rough measure, but the high percentage of students indicating that most topics were covered in their courses is a positive indication that course instruction is aligned with the tested content standards.

Specific Finding 2. Principal estimates of parents' knowledge of the CAHSEE increased significantly in 2004.

Principal estimates of the percentage of parents who know which students had the opportunity to take the CAHSEE increased from 60 percent to 67 percent and estimates of the percentage of parents who knew when the CAHSEE was given rose from 57 percent to 79 percent. Most significantly, estimates of the percentage of parents who know what knowledge and skills are covered by the CAHSEE increased from 26 percent to 44 percent. These increases in parental awareness are important because they could play a significant role in encouraging students to take advantage of available opportunities to prepare for the CAHSEE, such as summer school offerings and remedial courses. In addition, increases in parental knowledge reflect greater general public awareness.

Recommendations

Based on the findings described above and on findings included in prior reports, HumRRO offers four general recommendations and one more specific recommendation.

General Recommendation 1. Keep the CAHSEE requirement in place for the Class of 2006 and beyond.

One of the most positive results of the CAHSEE requirement has been to help schools identify students who need additional help in acquiring essential skills and to implement programs to provide that help. Initial results for the Class of 2006 suggests that it is quite likely that, given some effort on their part, nearly all students will be able to pass the CAHSEE (with the exception of some students receiving special education services, as addressed in a later recommendation). Remediation programs put in place for the Class of 2004 resulted in passing rate increases of about 10 percent a year. Given that nearly two-thirds of the Class of 2006 has completely met the CAHSEE requirement, increases of about 10 percent per year

will result in approximately the same percentage of students in the Class of 2006 being able to meet the CAHSEE requirement as currently graduate from high school.

Based on survey responses, principals, teachers, students, and parents now know a lot more about the CAHSEE and appear to believe the requirement must be met. Canceling or further deferring the requirement would likely not only reverse much of the progress that has been made in helping students master required skills, but also would weaken or destroy the credibility of future efforts to improve instruction and student achievement.

General Recommendation 2. Continue efforts to help students prepare for and take more challenging courses.

In addition to developing new programs, simply encouraging students to take advantage of courses and programs already in place would help enormously. Results have consistently shown that students who are prepared for and take Algebra 1 and subsequent courses are very likely to pass the mathematics portion of the CAHSEE. Preparing students to take higher-level mathematics courses is a particular challenge for students receiving special education services. Many fewer of these students are currently taking Algebra I by the 10th grade.

In prior administrations, passing rates for the mathematics test were considerably lower than passing rates for the ELA test (about 50% compared to 70%). Our previous reports highlighted mathematics performance. Similarly, schools' best efforts were naturally focused on improving performance in mathematics. Now that the passing rates are essentially equal, more attention needs to be given to the effectiveness of ELA coursework and to efforts to prepare students for success in this coursework and to help students who are not initially successful in learning required skills. Note, too, that English learners who reach English proficiency have little difficulty in passing the ELA portion of the CAHSEE. Further efforts to help English learners reach proficiency will further improve ELA passing rates for this group.

General Recommendation 3. Encourage efforts to identify remedial programs that work and disseminate information about these programs to all schools.

The CDE has developed various guides and workshops to facilitate improved remediation efforts across the state. In addition, successful remediation programs developed by schools and districts could be identified (by the CDE or by the districts themselves) and shared with other schools to encourage their broader implementation. "Success" of the programs could be measured by student passing rates on the CAHSEE subsequent to completion of these programs.

General Recommendation 4. Continue to explore options for students receiving special education services.

A High School Exit Examination for Pupils With Disabilities Advisory Panel, formed in response to SB 964, is studying alternatives for helping students receiving special education services address the CAHSEE requirement (<http://www.cde.ca.gov/ta/tg/hs/sb964study.asp>). In past evaluation reports, we also called for consideration of alternatives for students receiving special education services. Given no significant improvement in passing rates for students receiving special education services in the Class of 2006, our recommendation stands. Here are some examples of the types of ideas that might be considered:

- Set realistic expectations. Work to more clearly differentiate students who can attain the regular curriculum from those who cannot. Set alternate goals with alternate recognition of accomplishments for students who cannot manage the regular curriculum. As noted below, more study is required to identify appropriate expectations and instruction for the very different types of students qualifying for special education services.
- Allow more time. The majority of students receiving special education services may be able to meet the CAHSEE requirement, but it may take many of them longer to reach the required level of achievement. Providing regular alternatives to the usual twelve-year curriculum for these students would support development of required skills. A careful study of ways of spreading out the curriculum at different points would be preferable to simply adding one or more years at the end as makeup time.
- Investigate curricula. Collect information on the curriculum provided to different types of students receiving special education services. Information on the effectiveness of different curricula for students with specific types of disabilities could be used to improve the effectiveness of individualized educational plans (IEPs) for students receiving special education services.
- Collect accommodation information. Information should be collected on relationships of specific accommodations provided for CAHSEE (e.g., small group administration, oral presentation of instructions), accommodations specified in IEPs and provided with instruction, and performance on the CAHSEE. This information would enhance CDE's ability to counter challenges of fairness for students with specific disabilities and would support further research on the appropriateness of these accommodations in measuring the intended constructs.

Specific Recommendation 1. Work to implement a system of student identifiers and student records that provide information, including (a) CAHSEE passing status, (b) students on track to graduate with their class, (c) students who have been retained, and (d) students who have dropped out.

As the Class of 2006 nears graduation, policymakers will want to know how many students have passed the CAHSEE. Up to this point, there has not been a statewide data system that would allow us to accurately determine how many of the students who have passed the CAHSEE earlier are still in school and how many new students have come into the state who have not yet taken the CAHSEE. Comparing the number of students who passed the CAHSEE in prior years to current enrollments would not give an accurate estimate of the number of students who still need to pass the exam. Further, some students transfer from one high school to another within the state and other students do not complete sufficient credits to advance to the next grade, thus changing the date of their expected graduation. Without statewide identifiers, it is also impossible to count these students appropriately in cumulative estimates of the CAHSEE passing rates.

The California Longitudinal Pupil Achievement Data System (CALPADS) was established in response to SB 1453 (enacted in 2002) to further comply with federal accountability requirements. Student identifiers, required to implement this data system, are being established by the California School Information Services (CSIS). If successful, this effort will enable more complete answers to policymakers' questions about the CAHSEE passing rates.

The CDE may also wish to work with districts to track students beyond high school accountability. As noted under "Questions for Further Inquiry" 2 on the next page, information, even for a modest sample of students, on the relationship of the CAHSEE scores to success in college work and in other endeavors would be very useful in reviewing the rigor of the CAHSEE requirement.

Questions for Further Inquiry

This report brings our five-year effort as the independent evaluator for the CAHSEE to a close. Because students have not yet graduated or failed to do so under the CAHSEE requirement, much remains to be learned about the longer-term effects of this program. The CDE has embedded a number of new ideas for addressing CAHSEE issues in a request for proposals (RFP) for continuing the evaluation. In concluding this report and this evaluation contract, we offer our own perspective on questions for further inquiry.

1. What are effective strategies for ensuring that students have the knowledge and skill to pass the CAHSEE?

The request for proposals to continue the independent evaluation of the CAHSEE included a specific requirement to identify "effective remediation strategies for students who have difficulty in ELA and math." The 2003 study of instruction

conducted in response to the AB 1609 requirement concluded that the CAHSEE requirement had led to many new classes or programs to help students having difficulty with the CAHSEE but that these programs were not yet fully effective. We also noted that the CAHSEE passing rates varied considerably by program and school. The CDE has developed guides for teachers and students to assist in preparation for the CAHSEE. A systematic review of the use and effectiveness of these guides, together with identification of additional remediation strategies that might be included in expanded guides would go a long way toward maximizing opportunities for all students to learn the material covered by the CAHSEE.

2. Is the CAHSEE requirement sufficiently rigorous?

As independent evaluators, we feel that the current CAHSEE requirement reflects a delicate balance between what students need to know and be able to do and what it is currently reasonable to expect them to achieve. Other groups have called for significantly more rigorous graduation requirements (e.g., Achieve Inc. 2004). Kirst (2003) has pointed to the high proportion of college enrollees who must take remedial coursework as evidence that many high school graduates do not yet have expected levels of knowledge and skill.

It would be very useful to have data relating the CAHSEE scores to subsequent success in college and in other post-high-school activities, and perhaps to other predictors of college performance, such as SAT scores. SBE has indicated intentions to increase the CAHSEE requirement over time. Longitudinal data on the CAHSEE examinees would provide empirical information that could be quite useful in deciding how and when/whether to adjust the CAHSEE passing levels.

3. What options might be provided for students receiving special education services?

As noted above, we believe that further consideration of options for students receiving special education services is needed. New research and new syntheses of existing research would support identification and consideration of these options. Most commonly, the population of students receiving special education services is treated as a single group in research studies. In fact, these students are a collection of students with diverse physical and mental challenges that they must overcome. Research identifying appropriate and effective programs and accommodations for students with different types of challenges is essential to the identification of options for helping these students meet the CAHSEE requirement.

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APPENDIX A

CAHSEE Principal Survey—Spring 2004

California High School Exit Examination (CAHSEE) Evaluation
Principal Longitudinal Sample Survey Spring 2004

Principal Name:

School Name:

DIRECTIONS: Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ☑ ⊗ ● ○

1. Including the 2003-2004 school year, how many years...

...have you been a principal (or school-level administrator)?

... were you a teacher?

...have you worked in your present school?

...have you worked in public schools?

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3. Have there been any major staff or faculty changes in your school over the past three years? If so, please describe.

2. For the 2003-2004 school year:

How many teachers are on your staff?

What percentage of your teachers have taught at this school for 3 years or more?

What percentage of your teachers have earned advanced degrees (i.e., beyond BA/BS)?

What percentage of your teachers are certified in the subject they are teaching?

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4. Indicate the various specialty education programs offered by your school. (Mark all that apply; estimate percentage (%) of students who participate in each; and comment.)

<input type="radio"/> Remedial Courses	<input type="radio"/> Magnet Program	<input type="radio"/> Special Education	<input type="radio"/> Program for English Learners	<input type="radio"/> Multicultural/Diversity-Based																																																																																																																																																																					
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Comments:

5. Consider your students, overall, and within each of the following racial/ethnic groups. Estimate your current graduation rate.

	Seniors Overall	American Indian/ Alaskan Native	Asian or Pacific Islander	Black or African American, not Hispanic origin	Caucasian not Hispanic origin	Hispanic/ Latino	Other (specify)
Current graduation rate (% of entering 9th graders who graduate within 4-5 years)	<input type="text"/> % <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> % <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> % <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> % <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> % <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> % <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> % <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

6. Based on your own most recent school data (e.g., Senior Survey), what percentage of your seniors indicated each main activity as their choice for the year after they graduate from high school? The percentages should total approximately 100%.

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	%
Working full time	<input type="radio"/>											
Attending a vocational, technical, or business school	<input type="radio"/>											
Attending a 2-year college	<input type="radio"/>											
Attending a 4-year college, service academy, university	<input type="radio"/>											
Serving in the regular military service	<input type="radio"/>											
Other	<input type="radio"/>											

We do not collect this type of data.

About the California High School Exit Examination (CAHSEE)

7. What percentage of your school's current 12th grade students in each of the following groups have passed both parts of the CAHSEE?

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	%
a. All your school's 12th grade students	<input type="radio"/>											
b. 12th grade students with disabilities in SDC	<input type="radio"/>											
c. 12th grade students with disabilities in RSP	<input type="radio"/>											
d. 12th grade students who are or were English learners	<input type="radio"/>											

8. Are you offering your 11th and 12th grade students who passed both parts of the CAHSEE a seal or Certificate of Appreciation made available by CDE?

- Yes
- No

9. How useful do you find the CDE website as a source of information about the CAHSEE?

- Not At All Useful
- Slightly Useful
- Somewhat Useful
- Very Useful
- I am not familiar with the CDE website.

About the CAHSEE (cont.)

10. a. How aware do you think students in your school are of the CAHSEE? (Mark all that apply.)

- They know nothing about the exam.
 They have only general information about the exam.
 They know what knowledge and skills are covered by the exam.
 They know the times of year when the exam is given.
 They know which students have the opportunity to take the exam.

10. b. What is your estimate of the percentage of students in your school who are aware of what knowledge and skills are covered by the exam?

			%
0	0	0	
1	1	1	
2	2		
3	3		
4	4		
5	5		
6	6		
7	7		
8	8		
9	9		

11. a. How aware do you think parents of students in your school are of the CAHSEE? (Mark all that apply.)

- They know nothing about the exam.
 They have only general information about the exam.
 They know what knowledge and skills are covered by the exam.
 They know when the exam will be given.
 They know which students have the opportunity to take the exam.

11. b. What is your estimate of the percentage of parents of students in your school who are aware of what knowledge and skills are covered by the exam?

			%
0	0	0	
1	1	1	
2	2		
3	3		
4	4		
5	5		
6	6		
7	7		
8	8		
9	9		

12. The relationship between your district standards for English-Language Arts and those described by the English-Language Arts Content Standards and the Reading/Language Arts Framework can best be described by which of the following statements? (Mark only one.)

- Our district has adopted the state content standards.
 The state content standards include more than our district content standards.
 Our district content standards include more than the state content standards.
 The two sets of content standards are different.
 I cannot judge the relationship between our district standards and the state standards.
 Our district does not have an official set of content standards.

13. The relationship between your district standards for mathematics and those described by the Mathematics Content Standards and the Mathematics Framework can best be described by which of the following statements? (Mark only one.)

- Our district has adopted the state content standards.
 The state content standards include more than our district content standards.
 Our district content standards include more than the state content standards.
 The two sets of content standards are different.
 I cannot judge the relationship between our district standards and the state standards.
 Our district does not have an official set of content standards.

14. Consider the full set of state content standards and mark ALL that apply.

- Our district encourages use of the content standards to organize instruction.
 Our current ELA textbooks align well with the content standards.
 Our current math textbooks align well with the content standards.
 We can cover all of the content standards with a mix of textbooks and supplemental material.
 Our district is in the process of aligning its curriculum to the state content standards.
 Our district is in the process of aligning its curriculum across grade levels to the content standards.
 Our district has a plan, which ensures that all high school students receive instruction in each of the content standards.
 Our district has a plan that ensures that all pre-high school students are prepared to receive instruction in each of the content standards.
 Our district has adopted Algebra I as a graduation requirement.
 Our district (or school) is hiring only teachers certified in their field.
 Our district (or school) is assigning teachers only in their certified fields.

15. What training has been provided to your school faculty/staff to prepare students for the CAHSEE? (Mark all that apply.)

- No special preparation.
- Administrators participated in test administration workshops.
- Delivered local workshops on test administration.
- Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion).
- Provided test-taking strategies.
- Other (please specify) _____

16. Describe what you think about the CAHSEE individual and group score reports (e.g., ease of understanding, comprehensiveness, timeliness, usefulness for instruction, etc.)

- Have not seen a score report

17. What information do you use to identify students who are at risk of not passing the CASHEE or scoring Below Basic or Far Below Basic on the CST in their subject? (Mark all that apply.)

- NRT results
- CST results
- District end-of-course (EOC) results
- District assessments (benchmarks, math facts, etc.)
- Teacher judgment
- Other _____

18. What activities did your school undertake to prepare students for the spring 2004 administration of the CAHSEE? (Mark all that apply.)

For those activities you marked in the 1st column, mark the three (3) that you consider most important in your CAHSEE preparation.

<input type="radio"/> No special preparation	<input type="radio"/>
<input type="radio"/> Encouraged students to work hard and prepare	<input type="radio"/>
<input type="radio"/> Emphasized the importance of the CAHSEE	<input type="radio"/>
<input type="radio"/> Provided individual/group tutoring	<input type="radio"/>
<input type="radio"/> Had students work with computers	<input type="radio"/>
<input type="radio"/> Taught test-taking skills	<input type="radio"/>
<input type="radio"/> Modified curriculum	<input type="radio"/>
<input type="radio"/> Included teachers other than ELA and math in instructional planning for the CAHSEE	<input type="radio"/>
<input type="radio"/> Increased summer school offerings	<input type="radio"/>
<input type="radio"/> Added homework	<input type="radio"/>
<input type="radio"/> Eliminated electives in favor of remedial classes	<input type="radio"/>
<input type="radio"/> Used school test results to change instruction	<input type="radio"/>
<input type="radio"/> Used school test results to design remedial instruction	<input type="radio"/>
<input type="radio"/> Adopted state content standards	<input type="radio"/>
<input type="radio"/> Changed graduation requirements to include courses that enhance student success on the CAHSEE	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>

19. During this school year (2003-2004), how much time, in total, do you estimate you have spent in activities specifically related to the CAHSEE (e.g., meetings, discussions, curriculum review, your professional development, your staff's development, etc.)?

- None
- Less than 6 hours
- 6-15 hours
- 16-35 hours
- More than 35 hours

20. Based on your knowledge of your faculty, what percentage of your teachers do you think understand the difference between *teaching to the test* and *aligning curriculum and instruction to the standards*?

- Fewer than 50%
- 50-74%
- 75-95%
- Greater than 95%
- Unsure

21. Based on your knowledge of your faculty, what percent of your teachers HAVE copies of CST/CAHSEE blueprints?

- Fewer than 50%
- 50-74%
- 75-95%
- Greater than 95%
- Unsure

22. Based on your knowledge of your faculty, what percent of your teachers USE the blueprints for lesson planning?

- Fewer than 50%
- 50-74%
- 75-95%
- Greater than 95%
- Unsure

23. What evidence do you collect that teachers are "teaching to the standards" (i.e. using standards documents, frameworks and/or blueprints)? (Mark all that apply.)

Subject	Goal setting and other individual conferences	Classroom visits—Walk throughs or other informal interactions	Reports from department chairs or others responsible for supervising instruction	Discussions at faculty meeting	School or district level in-service	Teacher-generated instructional and assessment materials	Other
ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. How responsible do you think teachers other than those in ELA and math view themselves for student success on the CAHSEE?

- Very responsible
- Somewhat responsible
- Slightly responsible
- Not at all responsible

25. What plans has your school made to prepare for assisting high school students who do not pass the exit exam or who do not seem prepared to take it? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
<input type="radio"/> No special plans				
Increased high school remedial courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced high school electives in favor of remedial classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased high school summer school offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided individual/group tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students work with computers for remedial instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Added homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopted state content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Altered high school curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included teachers other than ELA and math in instructional planning for the CAHSEE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with feeder middle schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed parent support program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used school test results to change high school instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluated high school students' abilities and placed them in courses/programs accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured we are offering demanding courses from the beginning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured that students are taking demanding courses from the beginning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. To what extent does the CAHSEE draw away resources from the following?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
Vocational courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in other academic subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Based on what you know about your school, what do you predict the result of the CAHSEE will be on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a....student motivation prior to taking the exam for the first time?	<input type="radio"/>				
b....motivation to excel for students who pass the first time?	<input type="radio"/>				
c.... motivation to excel for students who do not pass the first time?	<input type="radio"/>				
d....parental involvement prior to the first required administration of the exam?	<input type="radio"/>				
e....parental involvement for students who pass the exam?	<input type="radio"/>				
f....parental involvement for students who do not pass the exam?	<input type="radio"/>				
g....student retention rates?	<input type="radio"/>				
h....student dropout rates?	<input type="radio"/>				

28. Based on what you know about your school, its teachers, and its students, what do you think has been the influence of the CAHSEE on instructional practices?

- Considerably Improved
- Improved
- No Effect
- Weakened
- Considerably Weakened

29. Based on what you know about your school, what do you estimate the influence of the CAHSEE will be on classroom instructional practices...

	Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
a....this year (2003-2004)?	<input type="radio"/>				
b....next year (2004-2005)?	<input type="radio"/>				
c....in 2 years (2005-2006)?	<input type="radio"/>				
d....in 4 years (2007-2008)?	<input type="radio"/>				

30. What percentage of your school's current 10th grade students in each of the following groups would you say have had instruction that covers the English-Language Arts content standards for the exam?

	Fewer Than 50%	50-74%	75-95%	Greater Than 95%
a....all your school's 10th grade students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....10th grade students with disabilities in SDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....10th grade students with disabilities in RSP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....10th grade English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. What percentage of your school's current 10th grade students in each of the following groups would you say have had instruction that covers the mathematics content standards for the CAHSEE?

	Fewer Than 50%	50-74%	75-95%	Greater Than 95%
a....all your school's 10th grade students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....10th grade students with disabilities in SDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....10th grade students with disabilities in RSP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....10th grade English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Which of the following do you think had an impact on your students' success in meeting the requirements of the CAHSEE? (Mark one response for each possible factor.)

	Not a Factor	Possibly a Factor	Definitely a Factor
a. Lack of preparation needed to pass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Lack of motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Poor attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Too many tests to prepare for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Language barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Lack of credentialed E-LA teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Lack of credentialed math teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Which of the following has your school implemented to promote learning for all students? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
a. School, teacher, and student access to appropriate instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Encourage all students to take Algebra 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individual student assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher and school support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student and parent support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher access to in-service training on content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher access to in-service training on instructional techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. To what extent have financial constraints limited your ability to provide the following services to help students pass the CAHSEE during the past four years?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
a. School, teacher, and students access to appropriate instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individual student assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher and school support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student and parent support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher access to in-service training on content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher access to in-service training on instructional techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B

CAHSEE Teacher Survey—Spring 2004

California High School Exit Examination (CAHSEE) Evaluation
Teacher Longitudinal Sample Survey Spring 2004

Teacher Name:
School Name:

DIRECTIONS: Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.

MARKING INSTRUCTIONS	
<ul style="list-style-type: none">• Use a No. 2 pencil only.• Do not use ink, ballpoint, or felt tip pens.• Make solid marks that fill the response completely.• Erase cleanly any marks you wish to change.• Make no stray marks on this form.	
CORRECT: ●	INCORRECT: ✓ ⊗ ○ ⊙

1. What is your highest level of education?

- Bachelor's (4-year) degree
- Some graduate school
- Master's Degree
- Doctorate Degree
- Other (specify) _____

2. What is the primary subject area you teach?

- English-Language Arts (ELA)
- Mathematics (Math)

3. Are you certified in your primary subject area?

- Yes
- No (specify other area) _____

4. Including the 2003-2004 school year, how many years have you...

- ...been a teacher? _____
- ...been a teacher in your primary subject area? _____
- ...taught in your present school? _____

About You and Your Classes

For the purposes of this survey, please think of your typical classes and answer the following set of questions with an emphasis on your 9th and 10th grade students.

5. What grade level do you teach? (Mark all that apply.)

- 9th
- 10th
- 11th
- 12th

6. What is your average enrollment per class period this year?

7. What is the average percentage of the students in your classes who speak English fluently?

- 100%
- 90% - 99%
- 75% - 89%
- 50% - 74%
- Less than 50%

8. On average, how much time do you believe students in your classes spend each week on your assignments outside of the classroom?

- None
- Less than 1 hour
- 1 - 3 hours
- More than 3 hours

9. In general, how often do you plan for students in your classes to: ...?
(Please mark the appropriate circle for each of the following.)

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Once a Grading Period	Never or Hardly Ever
a. Do work from their textbooks	<input type="radio"/>				
b. Do work from supplemental materials	<input type="radio"/>				
c. Do work on the computer	<input type="radio"/>				
d. Work with hands-on materials, physical models, or manipulatives	<input type="radio"/>				
e. Work in pairs or small groups	<input type="radio"/>				
f. Take quizzes or tests	<input type="radio"/>				
g. Be asked to apply subject area knowledge to real-world situations	<input type="radio"/>				
h. Write a few sentences about a topic or its consequences (or a math problem or its solution)	<input type="radio"/>				
i. Write reports or complete projects	<input type="radio"/>				
j. Conduct research on issues or ideas	<input type="radio"/>				
k. Present their work to the class	<input type="radio"/>				

10. During the current school year (2003-2004), how much time, in total, did you spend in professional development workshops, in-service, or seminars in your primary subject area? Include attendance at district-sponsored training and external training.

- None
 Less than 6 hours
 6 - 15 hours
 16 - 35 hours
 More than 35 hours

11. To what extent do you think your instruction has benefited from professional development over the past four years?

- Not At All
 To a Slight Extent
 To a Moderate Extent
 To a Great Extent

About the California High School Exit Examination

12. How useful do you find the CDE website as a source of information about the CAHSEE?

- Not At All Useful
 Slightly Useful
 Somewhat Useful
 Very Useful
 I am not familiar with the CDE website.

13. How useful do you find the CAHSEE Remediation Guide as a source of information to help prepare your students for the CAHSEE?

- Not At All Useful
 Slightly Useful
 Somewhat Useful
 Very Useful
 I am not familiar with the CAHSEE Remediation Guide.

14. If you are an English-Language Arts teacher, based on your knowledge of the ELA content standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- Less than $\frac{1}{4}$
 $\frac{1}{4}$ – $\frac{1}{2}$
 About $\frac{3}{4}$
 Almost all
 No knowledge of the CAHSEE English-Language Arts standards

15. If you are a mathematics teacher, based on your knowledge of the mathematics content standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- Less than $\frac{1}{4}$
 $\frac{1}{4}$ – $\frac{1}{2}$
 About $\frac{3}{4}$
 Almost all
 No knowledge of the CAHSEE mathematics standards

16. Based on instruction in your school and what you know about your feeder schools, how well prepared to pass the High School Exit Examination were 10th graders in this school year (2003-2004)?

- Very well prepared
- Well prepared
- Prepared
- Not well prepared
- Not at all prepared

17a. During this school year (2003-2004), how much time, in total, do you estimate you have spent on classroom instruction preparation activities related to the CAHSEE (e.g., department planning, lesson plan review, etc)?

- None
- Less than 6 hours
- 6-15 hours
- 16-35 hours
- More than 35 hours

17b. How much classroom instruction time do you estimate you spent on activities that you would not have if it weren't for the CAHSEE (e.g., unit or course review, etc.)?

- None
- Less than 6 hours
- 6-15 hours
- 16-35 hours
- More than 35 hours

17c. During this school year (2003-2004), how much time, in total, do you estimate you have spent in activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development, etc.)?

- None
- Less than 6 hours
- 6-15 hours
- 16-35 hours
- More than 35 hours

18. How would you rate the quality of the professional development related to the California High School Exit Examination you have received this year...

	Poor	Fair	Good	Excellent	Did not have any
From local sources?	<input type="radio"/>				
From state sources?	<input type="radio"/>				

19. What activities did you personally undertake to prepare your students for the spring 2004 administration of the CAHSEE? (Mark all that apply.)

For those activities you marked in the 1st column, mark the **three (3)** that you consider **most important** in CAHSEE preparation for your students.

<input type="radio"/> No special preparation	<input type="radio"/>
<input type="radio"/> Encouraged students to work hard and prepare	<input type="radio"/>
<input type="radio"/> Emphasized the importance of the CAHSEE	<input type="radio"/>
<input type="radio"/> Encouraged students (and through their parents) to take demanding courses	<input type="radio"/>
<input type="radio"/> Provided individual/group tutoring	<input type="radio"/>
<input type="radio"/> Had students work with computers for remedial instruction	<input type="radio"/>
<input type="radio"/> Taught test-taking skills	<input type="radio"/>
<input type="radio"/> Increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE	<input type="radio"/>
<input type="radio"/> Worked with feeder school teachers	<input type="radio"/>
<input type="radio"/> Modified my instruction	<input type="radio"/>
<input type="radio"/> Encouraged other teachers to include instructional activities that incorporate ELA or math standards	<input type="radio"/>
<input type="radio"/> Talked with my students	<input type="radio"/>
<input type="radio"/> Added homework	<input type="radio"/>
<input type="radio"/> Administered "early warning" tests	<input type="radio"/>
<input type="radio"/> Used class test results to change instruction	<input type="radio"/>
<input type="radio"/> Used class test results to design remedial instruction	<input type="radio"/>
<input type="radio"/> Encouraged summer school attendance	<input type="radio"/>
<input type="radio"/> Suggested remedial classes rather than electives	<input type="radio"/>
<input type="radio"/> Talked or worked with parents	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>

20. How responsible do you think teachers other than ELA and math view themselves for student success on the CAHSEE?

- Very responsible
- Somewhat responsible
- Slightly responsible
- Not at all responsible

APPENDIX C

CAHSEE School Site Testing Coordinator Survey—Spring 2004

California High School Exit Examination (CAHSEE) Evaluation

School Site Testing Coordinator Survey Spring 2004

Coordinator Name:

School Name:

DIRECTIONS: *This survey should be completed by the person primarily responsible for CAHSEE test coordination at your school. Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.*

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ☑ ☒ ○ ●

1. What is your position? (Mark all that apply.)

- Principal
- Assistant Principal
- Test Coordinator
- Counselor
- Teacher
- Other (please specify) _____

2. Which part(s) of the 2004 CAHSEE did you coordinate?

- ELA only
- Math only
- ELA and Math

3. Where did you get information on how to administer the 2003 CAHSEE? (Mark all that apply.)

- ETS-Test Administrator Training Workshop
- Video by ETS
- CDE update meetings
- Directions for Administration and School Coordinator's Manual
- District workshop
- Other (please specify) _____

4. What, if any, of the information needed clarification or correction? Please describe (Link your response to #3 by identifying the information source(s).)

5. Please describe what information was most helpful. (Link your response to #3 by identifying the information source(s).)

6. Did you face any problems that were not covered in the information you received? (Link your response to #3 by identifying the information source(s).)

- No
- Yes (please describe)

7a. What kind of facility did you use to administer the CAHSEE in spring 2004? (Mark all that apply.)

- On-site classrooms
- On-site large room (e.g., auditorium or gymnasium)
- Off-site classrooms
- Off-site large room (e.g., auditorium or gymnasium)
- Not sure

7b. What kind of facility do you plan to use to administer the CAHSEE in spring 2005? (Mark all that apply.)

- On-site classrooms
- On-site large room (e.g., auditorium or gymnasium)
- Off-site classrooms
- Off-site large room (e.g., auditorium or gymnasium)
- Not sure

8. What did you do to prepare proctors and monitors? (Mark all that apply.)

- No preparation
- Conducted workshop
- Distributed excerpts of the directions for test administrators
- Developed step-by-step procedure
- Described general requirements
- Other (please specify) _____

9. Did you take advantage of the option to have NCS pre-code answer sheets?

- No
- Yes

10. Will you take advantage of the pre-coding option for the next administration?

- No
- Yes
- Not sure

11. What proportion of eligible students in each category do you estimate you tested?

	None	Fewer than Half	About Half	Most	All
English Learners (EL)	<input type="radio"/>				
Special Ed	<input type="radio"/>				

12. What accommodations (that did not fundamentally alter what the test measures) did you provide? (Mark all that apply.)

- Large print versions
- Test item enlargement
- Braille transcriptions
- Markers, masks, or other means to maintain visual attention
- Reduced numbers of items per page
- Audio or oral presentation (math only)
- Verbal, written, or signed responses
- Assistive devices and technologies that are regularly used during testing
- Setting accommodation
- Timing/scheduling accommodations
- None

13. What modifications did you provide?

- Calculators for math
- Audio or oral presentation for ELA
- Signed response for ELA
- None
- Other (please specify) _____

14. What did you do with students who finished the first section early?

- Had them go directly to the second section
- Had them stay in the room until the scheduled break
- Had them wait outside the room until the scheduled break
- Other (please specify) _____

15. What did you do with students who had not finished by the break between sessions?

- All students finished by the time scheduled for the break
- Delayed the break until all students had finished
- Had all students take the break and, if needed, finish the section after the break
- Had students who were not finished work through the break
- Moved students who were not finished to another room
- Other (please specify) _____

16. What did you do with students who had not finished by the time lunch was scheduled?

- All students finished by lunch
- Released students to lunch and had them come back to finish
- Had students work through lunch
- Other (please specify) _____

17. Were any students receiving special education services unable to take the test even with accommodation or modification? Please describe the student who was affected and the conditions.

18. What did students in other grades do during the administration of the CAHSEE?

- Special school-wide activity
- Regular classes but revised schedule
- Regular classes and regular schedule
- Other (please specify) _____

19. What impact did the testing have on attendance of the other grades?

- Higher attendance than normal
- No impact
- Lower attendance than normal

20. How do you plan to use the results? (Mark all that apply.)

- Guide individual counseling decisions
- Revise current courses
- Design remedial courses
- Other (please specify) _____

21. Did you administer the released form of the CAHSEE to 11th and 12th grade students who had not passed one or both parts of the CAHSEE but who wanted to continue trying to pass this year to receive the seal or Certificate of Appreciation made available by CDE?

- Yes
- No

22. Are you offering your 11th and 12th grade students who passed both parts of the CAHSEE a seal or Certificate of Appreciation made available by CDE?

- Yes
- No

23. Please write any comments about factors specific to your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

Thank you for your cooperation.