



CAHSEE Evaluation 2010 Biennial Report: Summary of Findings and Recommendations

Presentation to:
California State Board of Education

Presenter:
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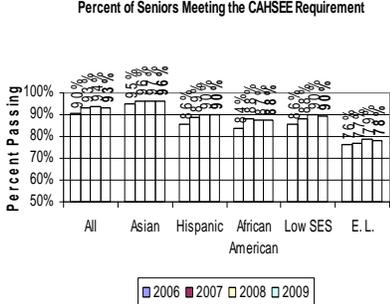
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Analyses of Test Results: Passing Rates

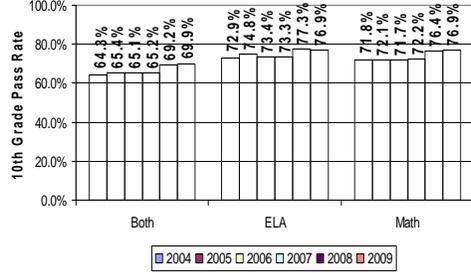
Passing Rates for Seniors Similar to Last Year

Percent of Seniors Meeting the CAHSEE Requirement



Group	2006	2007	2008	2009
All	91.3%	91.3%	91.3%	91.3%
Asian	93.4%	93.4%	93.4%	93.4%
Hispanic	82.4%	82.4%	82.4%	82.4%
African American	82.4%	82.4%	82.4%	82.4%
Low SES	82.4%	82.4%	82.4%	82.4%
E.L.	77.8%	77.8%	77.8%	77.8%

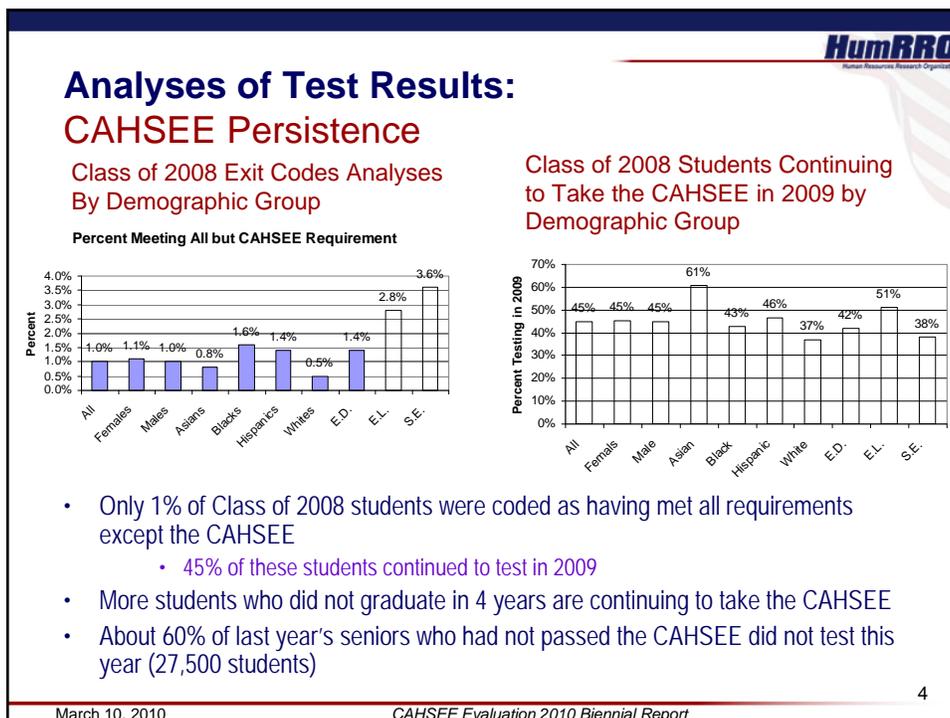
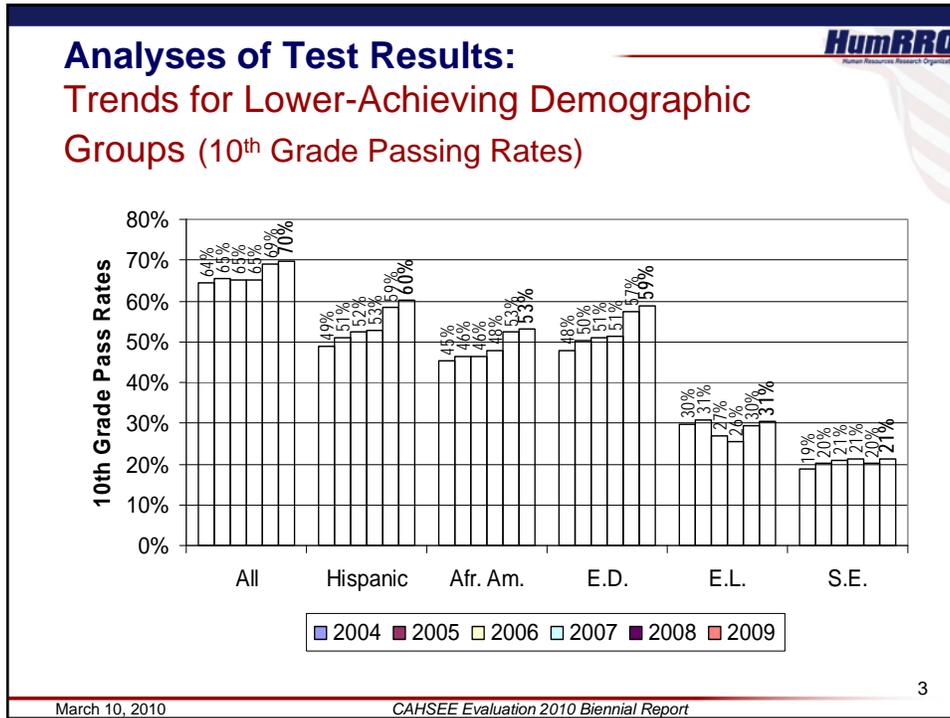
Trends in 10th Grade Passing Rates

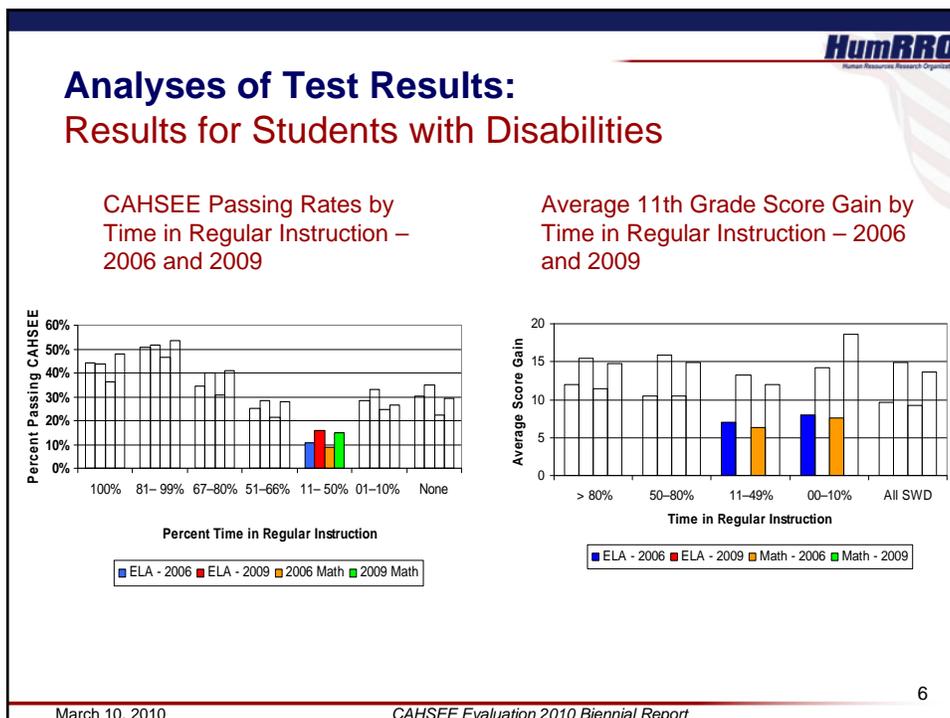
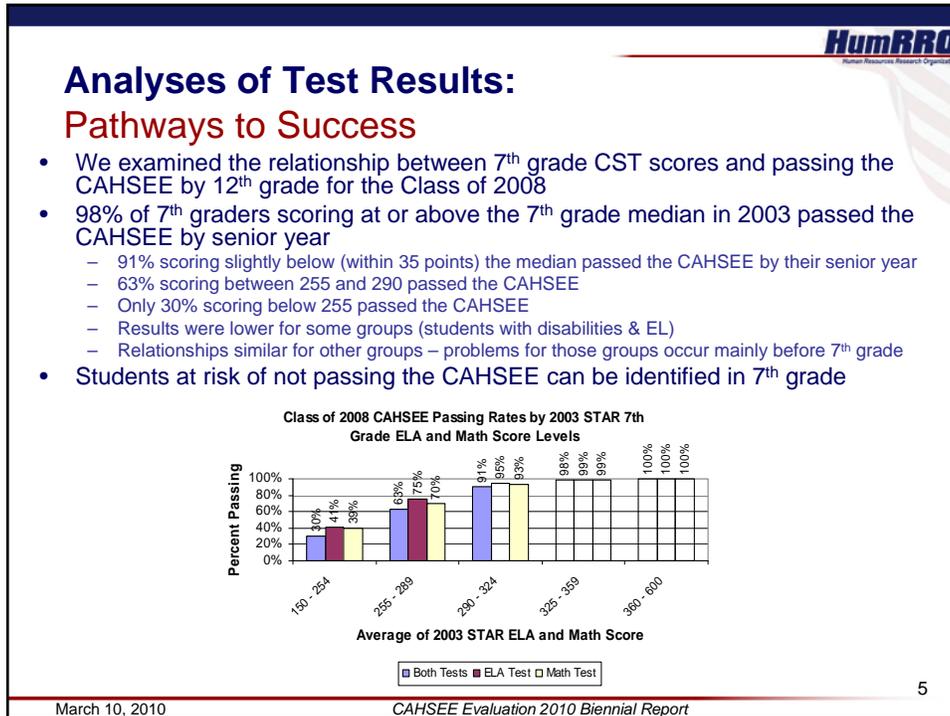


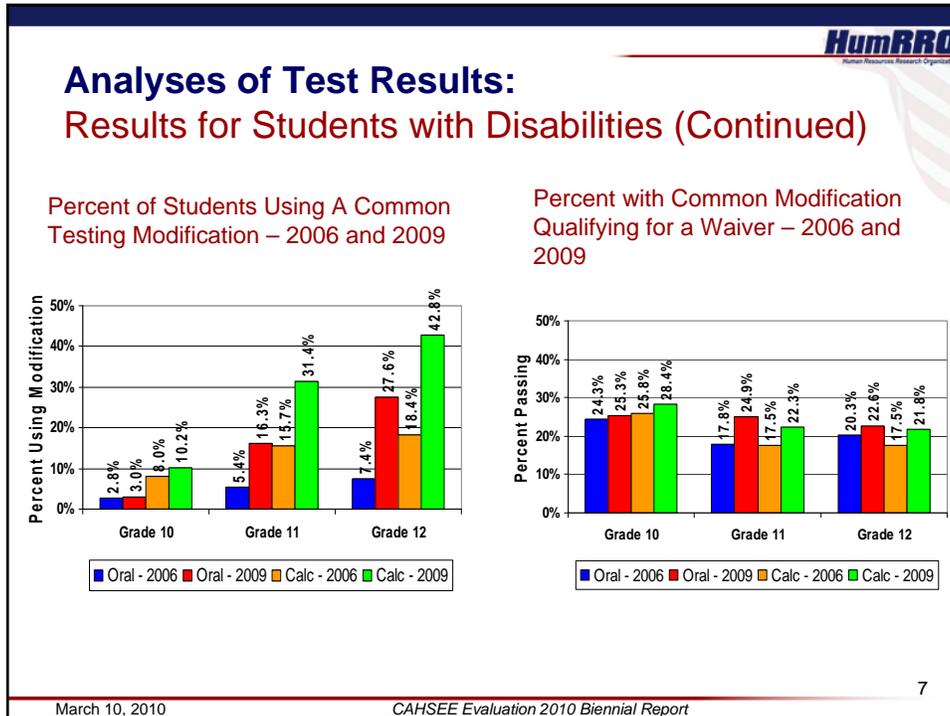
Subject	2004	2005	2006	2007	2008	2009
Both	64.3%	65.4%	65.1%	65.2%	69.2%	69.9%
ELA	72.9%	74.8%	73.4%	73.3%	77.3%	76.9%
Math	71.8%	72.1%	71.7%	72.2%	76.4%	76.9%

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Review of Test Quality: Alignment Review Results

- Independent alignment study
 - Examined alignment of the Feb. 2008 CAHSEE test
 - Repeated review for ELA test in 2009
 - Generally good alignment
 - May want to increase depth of knowledge of reading comprehension questions
 - May need further investigation of differences between ETS and independent reviewers on mapping questions to specific content objectives.
- Scoring consistency for the essays
 - Percent agreement in essay scores similar to prior years. For 10th grade essays:
 - 67% exact agreement
 - Less than 1% discrepancies greater than 1 score point

Content Strand	Test Alignment Outcomes for 2009 Review			
	Categorical Concurrence	Depth of Knowledge	Range of Knowledge	Balance Index
ELA				
1 Word Analysis, Fluency, and Systematic Vocabulary Development	YES	YES	YES	YES
2 Reading Comprehension	YES	NO	YES	YES
3 Literary Response and Analysis	YES	YES	YES	YES
4 Writing Strategies	YES	YES	YES	YES
5 Writing Applications	YES	YES	YES	YES
6 Written and Oral English Language Conventions	YES	YES	YES	YES

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Review of Impact of CAHSEE Requirement: Student Questionnaire Responses

- Some trends from 2005 to 2009
 - Students report increased help preparing to take the CAHSEE
 - Teacher explained the CAHSEE (37/35% from 36/32%)
 - Spent time in class or took a special class to prepare
 - More students believe the CAHSEE is “very important” (81% from 79%)
 - More students reported most/all of the CAHSEE topics were covered in their courses (94/92%)
 - More 10th graders say they will stay in school and keep trying if they do not pass (77/79%)
- Students who passed were more likely to report
 - Use of released items to prepare
 - Plans to attend college
 - All or most topics were covered in their classes
 - They would stay in school and try again if they did not pass
- Students who did not pass either test were more likely to report
 - The CAHSEE was not very important
 - They might be delayed in graduating and have to take extra courses
 - The CAHSEE might prevent them from graduating
 - They plan to work full time or join the military after high school
 - Many topics were not covered in their courses and CAHSEE questions were more difficult than those encountered in their courses

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Review of Impact of CAHSEE Req't: Student Questionnaire Responses

Were Most or All Topics on the Test Covered in Your Courses (10th Graders)

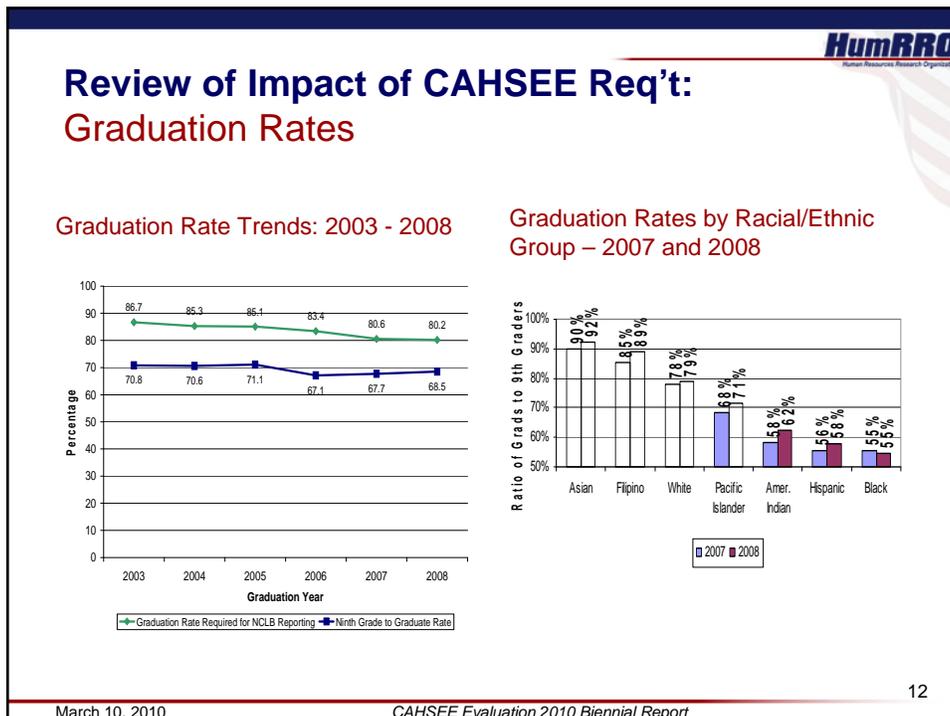
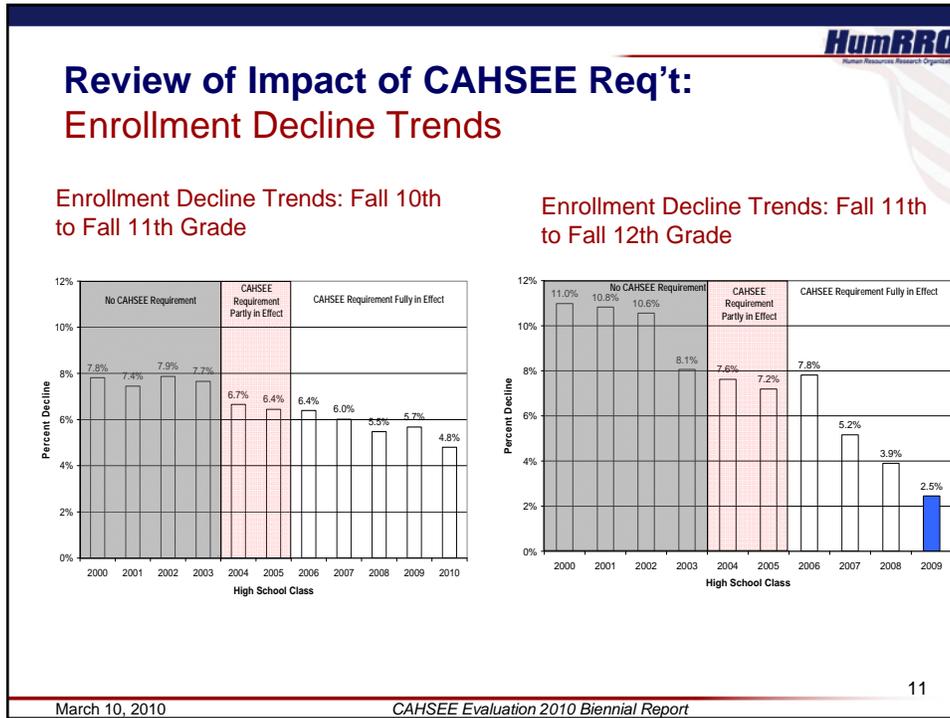
Year	ELA (%)	Math (%)
2005	92.2%	88.9%
2006	93.3%	90.6%
2007	93.7%	91.5%
2008	93.9%	92.3%
2009	94.2%	92.4%

Reasons Given for Not Doing Well: 2009 (10th Graders)

Reason	After ELA (%)	After Math (%)
Too Nervous	9%	9%
Not Motivated	4%	4%
Not Enough Time	2%	1%
Testing Conditions	5%	4%
Other Reasons	5%	5%

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Review of Impact of CAHSEE Req't: Teacher Characteristics and CAHSEE Performance

Percentage of Schools Using Teachers with Emergency Credentials

Number of Teachers with Emergency Credentials	ELA		Math	
	2005 (n=187)	2009 (n=105)	2005 (n=199)	2009 (n=135)
Some / Most (25-100%)	4.2	3.0	7.5	4.4
Only a few (less than 25%)	34.2	24.8	45.2	21.5
None	61.5	72.4	47.2	74.1

- Examined relationship of survey responses to school-level CAHSEE passing rates (and score gains for remedial program questions)
 - Teaching experience was significantly related to CAHSEE success for ELA, but not for math
- Especially in math, teachers in schools serving high numbers of low achieving students had less experience teaching the CA content standards.

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Recommendations

Recommendation 1: California should seek additional ways to encourage students who do not pass in 4 years to continue their studies for 1 or more additional years. The paths of students who do continue should be studied to identify programs that help them succeed.

- For some students, community college options may work better (a different environment)
- Need to know more about what programs students are pursuing

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Recommendations (Continued)

Recommendation 2: New interventions should be targeted at earlier grades, using test scores to identify students who have fallen behind their classmates and are at risk of failing to meet the CAHSEE requirement.

- Current interventions have focused on 12th grade remediation and additional years of high school.
- Study is needed to identify programs that are effective in helping students who have fallen behind at earlier points to catch up by the end of high school.

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Recommendations (Continued)

Recommendation 3: In these tight financial times, districts may need particular help and direction to attract and retain teachers who are experienced and well qualified in the subjects that they teach. District and school efforts to increase coordination across grade levels and between general and special instructional programs should also be encouraged and supported.

- Teacher qualifications were again found to be related to student outcomes
- As was coordination across instructional elements

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Recommendations (Continued)

Recommendation 4: Districts, schools, and IEP teams should make all possible efforts to provide access to the general curriculum to students with disabilities so that these students can obtain the skills needed to pass the CAHSEE.

- Instructional decisions for students with disabilities are local and thus not easy to monitor.
- Students who do not have access to the general curriculum have little chance of passing CAHSEE.

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Recommendations (Continued)

Recommendation 5: Curricular goals, possibly including a fifth year of high school, should be studied for English learners who enter U.S. schools during high school. California schools should also find further ways to help English learners who enter U.S. schools prior to high school but continue to have difficulty learning English.

- Many English learners simply need more time
- But some students still struggle to become proficient in English.

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Recommendations (Continued)

Recommendation 6: The state and districts need to support additional study of non-academic factors that may limit some student's ability to meet the CAHSEE requirement. Procedures that are effective in overcoming psychological barriers should be identified and disseminated.

- Some students report test anxiety and low motivation as limiting factors.

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Recommendations (Continued)

Recommendation 7: California schools and districts need to find ways to increase graduation rates for low-income and minority students.

- Gap reduction has been a priority; gaps in graduation rates are a particularly important problem

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Recommendations (Continued)

Recommendation 8: The State Board of Education should initiate a new review of the CAHSEE content requirements. The Board should allow at least 3 years for implementation of changes to the CAHSEE test specifications, including development and field testing of new questions and test forms based on the revised specifications.

- It has been over a decade since the HSEE panel began consideration of CAHSEE content.
- Recent common core standards for college and work readiness might be considered in reviewing CAHSEE content requirement.