2013 No. 062

Independent Evaluation of the California High School Exit Examination: 2013 Evaluation Report

Prepared for: California Department of Education
Assessment Development & Administration Division
1430 N Street, Suite 4409
Sacramento, CA 95814

Prepared under: Contract Number CN100235

Editors: D. E. (Sunny) Becker
Lauress L. Wise
Michele M. Hardoin
Christa Watters

Date: November 8, 2013

HumRRO
Human Resources Research Organization

Human Resources Research Organization (HumRRO)
66 Canal Center Plaza, Suite 700, Alexandria, Virginia 22314-1578
Phone: 703.549.3611 | Fax: 703.549.9661 | www.humrro.org

HumRRO
Human Resources Research Organization

2013 No. 062

Independent Evaluation of the California High School Exit Examination: 2013 Evaluation Report

Prepared for: California Department of Education
Assessment Development & Administration Division
1430 N Street, Suite 4409
Sacramento, CA 95814

Prepared under: Contract Number CN100235

Editors: D. E. (Sunny) Becker
Lauress L. Wise
Michele M. Hardoin
Christa Watters

Date: November 8, 2013

Independent Evaluation of the CAHSEE: 2013 Evaluation Report

Executive Summary

In 1999, the California legislature established the requirement that, beginning with the Class of 2004, students pass a graduation examination in English-language arts (ELA) and mathematics (Senate Bill [SB]-2X, written into Chapter 9 of the *California Education Code (EC)* as sections 60850–60859). In July 2003, after the completion of the 2002–03 California High School Exit Examination (CAHSEE) testing, the State Board of Education (SBE) voted to defer the CAHSEE requirement to the Class of 2006. All subsequent high school classes have been subject to the CAHSEE requirement.

The legislation establishing the CAHSEE requirement also called for an independent evaluation of the impact of this requirement and of the quality of the CAHSEE tests. The Human Resources Research Organization (HumRRO) has served as the independent evaluator of the CAHSEE since January 2000. Over the past 13 years, HumRRO has gathered, analyzed, and reported a wide range of information as part of the independent evaluation of the CAHSEE. Copies of our annual and biennial evaluation reports may be found on the California Department of Education (CDE) CAHSEE Independent Evaluation Reports Web page at: http://www.cde.ca.gov/ta/tg/hs/evaluations.asp.

The 2013 annual report covers analyses of test results and other evaluation activities conducted from July 2012 through June 2013. Our evaluation included several routine activities we conduct each year:

- Analyzing test results for the current year.
- Analyzing questionnaire responses students provided at the end of each testing session.
- Reviewing the quality of the CAHSEE test program by observing a small number of test administrations for adherence to official testing procedures.
- Analyzing scoring information to ensure the scoring process yields reliable results.
- Evaluating educational trends from other sources to find evidence for possible impact of the CAHSEE program in terms of graduation and dropout rates, participation in advanced coursework, and such factors as SAT, ACT, and Advanced Placement test results.

Additionally, the current report describes a review of procedures to detect differential item functioning for key demographic groups, observation of a recent preliminary step in evaluating the potential usefulness of CAHSEE items relative to the new Common Core State Standards (CCSS), and phase one results of a two-year effort

to investigate programs and strategies that help middle school English learners (EL students) make grade level progress to prepare them to pass the CAHSEE in high school.

Key findings and our overall recommendation are described briefly in this Executive Summary with references to more detailed discussions in the body of the full report. Chapter 7 (*Key Findings and Recommendations*) includes more detailed descriptions of each of the findings.

Key 2013 Evaluation Findings

As described in Chapter 2, *Analyses of CAHSEE 2012–13 Test Results*, the following findings emerged from our analyses of CAHSEE test results:

1. *Performance on the CAHSEE continues to improve, but remains low for English learners and SWD.*

2. *A significant number of students who do not meet the CAHSEE requirement in four years continue to try to pass the CAHSEE in their fifth year.*

3. *More high school students are taking mathematics courses beyond Algebra I.*

4. *The effectiveness of English language development programs appears to be improving, but it still takes many students six or more years to become proficient in English.*

5. *CAHSEE gains for students with disabilities have been mixed, and the availability of an exemption or waiver to the requirement appears to influence passing rates.*

As described in Chapter 3, *Student Questionnaire Responses*, the following findings were derived from analyses of student responses to questionnaire items at the end of each test:

6. *Student responses to questionnaire items were generally positive; students reported feeling prepared for the CAHSEE, having exposure to CAHSEE content, and being optimistic about post-high school plans*

7. *Among students who are still attempting to meet the CAHSEE requirement in grade twelve, fewer plan to attend a four-year college compared to when in grade ten, but most still expect to attend community college.*

As described in Chapter 4, *Middle School English Learner Study*, we initiated a two-year study and collected interview data, which led to the following phase one finding:

8. *EL educators from middle schools and LEAs provided useful information on instructional practices for EL students that will help shape the survey to be administered this fall.*

Chapter 5, *Review of CAHSEE Test Quality,* includes reviews of procedures to detect differential item functioning for key demographic groups, observations of test administration procedures, analyses of scoring and test difficulty data, and observations of efforts to evaluate alignment of CAHSEE items to the new Common Core State Standards. These efforts led to the following findings:

9. *ETS procedures for evaluating items for differential item functioning (DIF) for key demographic groups have been consistent over time and appear sufficient to prevent problematic items from operational use.*

10. *In general, test administrations are conducted in accordance with standard procedures; however, improvements in training coordinators, monitoring test administration, and providing test variations should be made.*

11. *HumRRO found no significant problems with test development and scoring. Scoring consistency remained at acceptable rates and test forms had equivalent difficulty.*

12. *Preliminary screening of the CAHSEE item bank indicated limited alignment to the CCSS and, for mathematics, alignment of some items to CCSS at a lower grade level.*

The following findings were derived from continuing analyses of trends in key educational outcomes, described in Chapter 6, *Trends in Educational Achievement and Persistence During the CAHSEE Era*:

13. *California's educational data collection system has improved and now provides useful data for monitoring trends in educational outcomes.*

14. *Graduation rates have continued to improve and dropout rates continue to decrease.*

15. *Participation in SAT and ACT, as well as the percentage of students reaching key cut points, has increased over time. The percentage of students completing a college preparation curriculum continued to increase, as did participation and success in Advanced Placement (AP) courses.*

Recommendations

California policy makers, CDE staff, and educators have expended enormous amounts of time, energy, and resources over the past 12 years to construct a large, complex, and comprehensive system to ensure that students who receive a high school diploma demonstrate competency in specific California content standards. In the early years, the CAHSEE requirement was delayed from the Class of 2004 to the Class of 2006 in acknowledgement of the time required to ensure that the middle and high school curriculum provided adequate opportunity for students to acquire prerequisite and targeted skills. Over time, remediation opportunities have been created and fine-tuned to help students who do not pass the CAHSEE in their initial grade ten attempt gain the skills they are lacking. Recently, opportunities have been developed for students to continue beyond their grade twelve year, and we see students taking advantage of this opportunity. Over time, we have seen CAHSEE test scores rise, graduation rates climb, dropout rates decline, and successful participation in college entrance exams and Advanced Placement exams ascend. Meanwhile, concurrent with a CAHSEE waiver for students with disabilities, we have seen CAHSEE scores for this group of students decline. All of these trends point to the outcomes students have achieved during the years the CAHSEE has been administered.

Prior evaluation reports have included a variety of detailed recommendations. Given the current shift in California to instruction, and eventually assessment, aligned to the Common Core State Standards, accompanied by uncertainty regarding the future of the CAHSEE requirement, it seems appropriate to focus on the need to revise the CAHSEE in response to these changes. This year, we offer a single, overarching recommendation.

> ***Overarching Recommendation: The legislature, with recommendations from the Superintendent and the SBE, should decide how the CAHSEE requirement might ultimately be changed. The Superintendent, together with the SBE, should immediately launch an effort to review the content standards students should be required to meet in order to earn a high school diploma. The review should result in proposed revisions to the CAHSEE test blueprints that could be adopted by the SBE and implemented, at the latest, by the 2015—2016 school year.***

The legislature may well consider significant changes to the CAHSEE requirements, ranging from dropping the requirement altogether, to significantly increasing the scope and rigor of the standards that must be met. Policy decisions regarding the meaning of a high school diploma are beyond the scope of the present evaluation, and the Superintendent is already engaged in considering alternatives to the current exit examination. We note, however, that most of the positive goals for the CAHSEE, including greater alignment of instruction to the state's content standards and improved student learning, appear to have been realized. Scores and passing rates have consistently increased, overall and for demographic groups defined by

race/ethnicity and economic status. At the same time, feared negative consequences have not been observed. Dropout rates did not increase significantly and graduation rates, particularly five-year rates, declined only very slightly. In addition, the CAHSEE requirement has not drawn attention and motivation away from higher achieving students. College placement scores and participation in Advanced Placement courses have continued to rise. Thus, the preponderance of our findings over the years supports continuing with an exit examination of some sort. Also, the changing passing rates of SWD when exemptions are in place compared with when they are not, suggests that eliminating the exit exam requirement might reduce some of the gains achieved since the requirement was implemented. It remains for the legislature, with recommendations from the Superintendent and the SBE, to decide how the requirement might ultimately be changed.

Until there is a legislative change, the CAHSEE requirement remains in the *California Education Code*. While the requirement remains, there is an urgent need for action to respond to changes to curriculum and instruction that have already commenced in many districts. Instruction is moving away from the prior California State Content Standards, to which the CAHSEE is aligned, toward the new Common Core State Standards recently adopted by the SBE. At the high school level, the CCSS are designed to ensure that students are ready for college and careers. A key issue in the early years of this evaluation was whether the content standards assessed by the CAHSEE were adequately covered by the high school (and middle school) curriculum to justify requiring students to pass the CAHSEE. The requirement was in fact delayed for two years to provide students with adequate opportunity to learn. As instruction moves away from the content standards currently covered by the CAHSEE, it is imperative that the CAHSEE blueprints be updated.

The likely suspension of STAR testing, pending passage of AB 484, allows breathing room for the transition to a new statewide assessment system aligned to CCSS in 2014–15. If that transition also includes a new high school graduation requirement, a number of issues will need to be resolved (e.g., multiple testing opportunities, passing criteria, year of implementation of the new requirement) in a short amount of time. We believe that it will take until at least the 2015–16 school year to develop and try out new test questions, implement a new test under a revised blueprint, and also establish policies for the transition to the new requirement.

We believe that it is imperative for the Superintendent and the SBE to act while the legislature is considering CAHSEE's future course. The SBE adopted the original CAHSEE test blueprints in 2000 based on recommendations from the High School Exit Exam Panel and adopted revised blueprints in 2003 based on recommendations from the Superintendent and the CDE. Thus, it seems entirely within the scope and authority of the SBE to adopt further changes to the blueprints specifying the content to be covered by the CAHSEE tests. A new discussion and debate about what it should mean for California high school graduates to be college and career ready would be healthy and is urgently needed.

Independent Evaluation of the CAHSEE: 2013 Evaluation Report

Table of Contents

Table of Contents (Continued)

Table of Contents (Continued)

Table of Contents (Continued)

List of Tables

List of Tables (Continued)

List of Tables (Continued)

List of Tables (Continued)

List of Tables (Continued)

List of Tables (Continued)

List of Tables (Continued)

List of Figures

List of Figures (Continued)

Independent Evaluation of the CAHSEE: 2013 Evaluation Report

Chapter 1: Introduction

D. E. (Sunny) Becker

Eighteen states had exit examinations in place in 2002, and another six states, including California, were phasing in exit examinations but not yet withholding diplomas (CEP, 2012). By 2012, 26 states withheld or planned to withhold diplomas from students based on their exit examination performance; three states had end-of-course tests that students were required to take, but not necessarily pass, to graduate; and one additional state planned to require students to take an exam starting with the Class of 2020 but had not yet determined whether students must pass the exam in order to graduate. The national map in Figure 1.1 depicts the state high school exit exam policies in school year 2011–12.

Complicating matters are the current efforts by multi-state consortia to join forces to develop new assessment systems. The Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced) are both developing assessment systems aligned with the Common Core State Standards (CCSS), which include college- and career-readiness standards. The CCSS were developed by states through the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). It is unclear at this time how many states will adopt the PARCC or Smarter Balanced high school exams, and whether they will use those exams as a graduation requirement. According to a 2012 report by the Center on Education Policy that surveyed all states, 13 states are aligning their own exit exams to the CCSS (and, in some cases, additional standards such as state-specific standards and postsecondary course standards) (McIntosh, 2012).

History of California High School Exit Examination

In 1999, the California state legislature enacted the requirement that, beginning with the Class of 2004, students pass a graduation examination in English-language arts (ELA) and mathematics (Senate Bill (SB)-2X, written into the *California Education Code (EC)* as Chapter 9, sections 60850–60859). This requirement was modified in 2002 through the passage of Assembly Bill (AB) 1609. The revised legislation gave the State Board of Education (SBE) authority to postpone the California High School Exit Examination (CAHSEE) requirement, based in part on the results of a study that examined 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 completion of the 2002–03 CAHSEE testing, the SBE voted to defer the CAHSEE requirement to the Class of 2006. It has been in effect ever since.

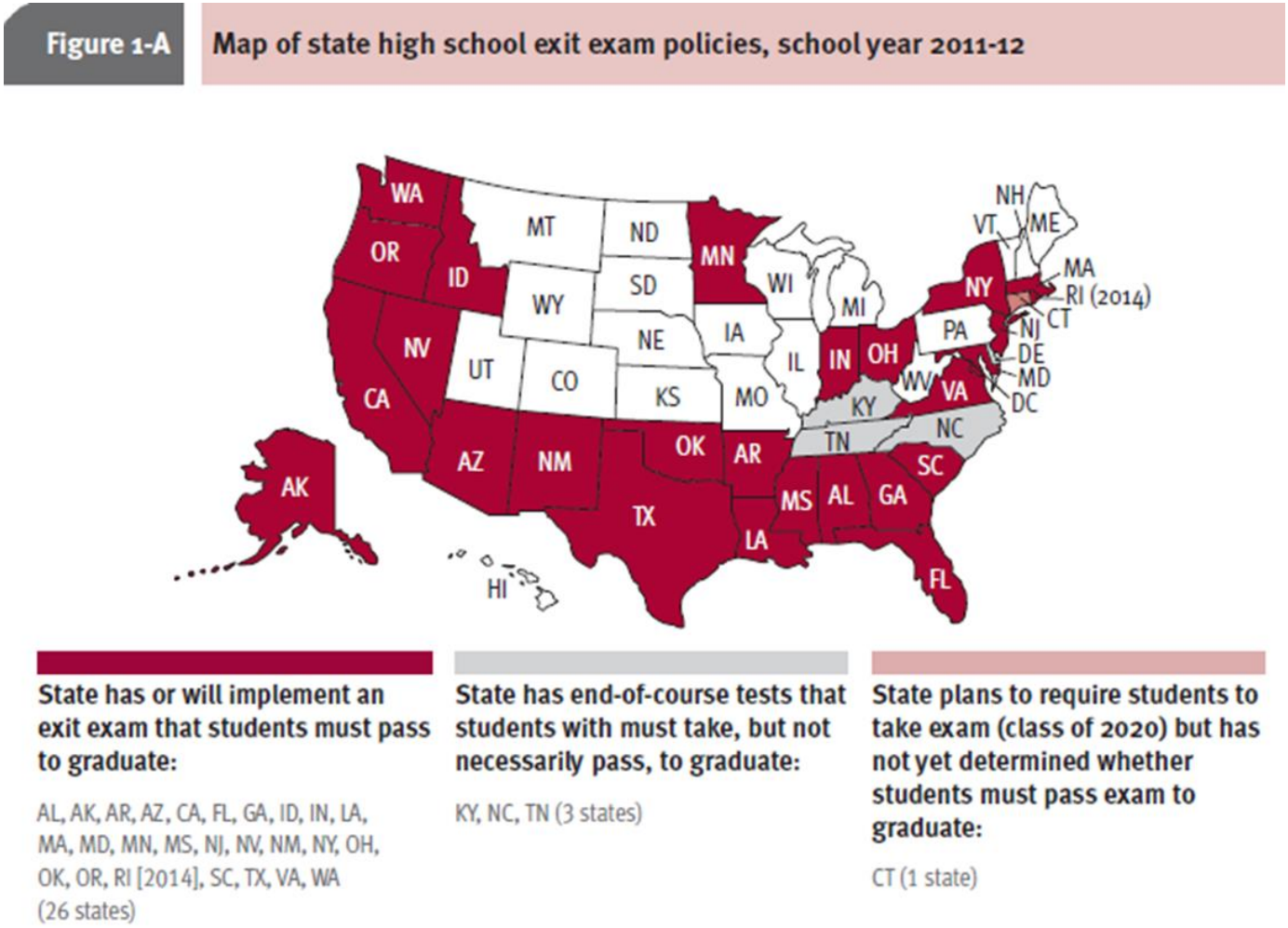


Figure 1.1 Map of state high school exit examination policies, school year 2011–12.

Source: Center on Education Policy, State High School Exit Exams: A Policy in Transition, September 2012

Note. States depicted in white have no exit exam and no plans to implement one.

The requirement for students with disabilities (SWD), however, has varied over time. In 2002, a lawsuit (Kidd et al. vs. O'Connell et al., formerly referred to as the Chapman case) was filed on behalf of SWD. While the suit was pending, the parties agreed that SWD in the classes of 2006 and 2007 could receive a diploma even if they did not pass the CAHSEE, as long as they met all other local and state requirements. Many of these students continued to take the CAHSEE despite the dispensation. A final settlement was reached in March 2008 reinstating the requirement that SWD pass the CAHSEE and requiring the California Department of Education (CDE) to conduct a study of SWD who are unable to pass. On September 30, 2008 the legislature enacted AB 2040, establishing EC sections 60852.1 and 60852.2, which require an advisory panel be established to develop findings and recommendations for alternative means (from the CAHSEE) for eligible SWD to graduate. In 2009 the AB 2040 Panel, an advisory panel of educators and others with experience in assessment or in working with SWD, developed recommendations that addressed the components of the AB 2040 statute requirements, including the definition of eligible students, specific options, scoring, uniformity, cost, and level of administration. In 2011 CDE contracted with ETS to conduct a pilot study of the proposed alternative means to the CAHSEE. In 2012 the SBE determined that implementation of the alternative means was not yet feasible, and the permanent CAHSEE regulations were approved to extend the exemption for students in special education. This exemption is currently in place through June 30, 2015; the SBE can extend the exemption one additional year if needed to implement the alternative means assessment.

At this time, eligible SWD with an active individualized education program (IEP) or a Section 504 plan can satisfy the CAHSEE requirement by one of the following means:

- Passing the CAHSEE
- Meeting the exemption requirements described above (EC Section 60852.3)
- Receiving a local waiver (EC Section 60851(c)(1))
- Receiving a streamlined waiver (EC Section 60851) requested by an LEA or special education local plan area (SELPA) on behalf of eligible SWDs.

The streamlined waiver requires that the student has satisfied (or will satisfy) all other state and local graduation requirements on or after July 1, 2012; attempted to pass both portions of the CAHSEE at least once with any accommodations or modifications specified in the student's IEP or Section 504 plan; and has attained a performance level scale score of 300 (Basic) or above on the Standardized Testing and Reporting (STAR) Program California Standards Test (CST) in English language arts (ELA) grade ten or Algebra I without the use of a modification, or a scale score of 350 (Proficient) or above on the California Modified Assessment (CMA) in ELA grade ten or Algebra I.

Independent Evaluation of the CAHSEE

The original legislation mandating the requirements for the graduation examination specified an independent evaluation of the CAHSEE. The CDE awarded the evaluation contract to the Human Resources Research Organization (HumRRO). The original contract period operated from 1999 through 2004; a second contract was awarded to HumRRO to continue the evaluation through 2007, a third contract continued the evaluation through 2010; and a fourth contract continues the evaluation through October 2014.

HumRRO's efforts have focused on analyses of data from tryouts of test questions and from the annual administrations of the CAHSEE. Reports have included analysis of trends in pupil performance, retention, graduation, dropout, and college attendance rates, although no direct causal relationship between the CAHSEE and these various outcomes is assumed. The legislation also specified that evaluation reporting would include recommendations to improve 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 SBE, and the CDE in February of even-numbered years.

In addition to the legislatively mandated biennial evaluation reports, the contracts 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 2012–13 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., 2004a; Wise et al., 2004b; Wise et al., 2005; Wise et al., 2006; Becker & Watters, 2007; Becker, Wise, & Watters, 2008; Becker, Wise, & Watters, 2009, Volumes 1 and 2; Becker, Wise, & Watters, 2010a; Becker, Wise, and Watters, 2010b; Becker, Wise, Hardoin, and Watters, 2011; Becker, Wise, Hardoin, and Watters, 2012a; Becker, Wise, Hardoin, and Watters, 2012b). All of these reports are available on the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/evaluations.asp.

Summary of 2012 Evaluation Activities

To provide a context for the current study, in this section we summarize the findings and recommendations from our most recent (November 2012) annual report.

Findings from 2012 Report

We reported several major findings, each supported by a discussion of detailed findings throughout the report:

- **Positive trends continue in initial CAHSEE passing rates and participation in higher mathematics courses.** Among many arguments for instituting the CAHSEE was the belief that this requirement would lead schools to improve the effectiveness of instruction in the content judged important for success after high

school and lead students to work harder to master this content. CAHSEE test results show significant increases in students' competency in targeted skills since the implementation of the CAHSEE requirement. That said, it should also be noted that passing rates for students with disabilities (SWD) are still unacceptably low and that passing rates for English learners are also low and have increased only modestly since the CAHSEE requirement went into effect. Initial passing rates for economically disadvantaged (ED), Hispanic, and African American students also continue to be significantly lower than passing rates for white and Asian students. The percentage of grade ten students who have taken Algebra I and are taking even higher level mathematics courses has increased steadily and dramatically since implementation of the statewide requirement in 2003–04 that students take an Algebra I course for a diploma and since the CAHSEE requirement became fully effective for the Class of 2006.

- **CAHSEE passing rates increase through and beyond senior year.** Recognizing some difficulty in tracking students across grade levels, HumRRO estimated that cumulative passing rates for grade twelve general education students increased steadily from 91 percent for the Class of 2006 to 95 percent for the Class of 2012. An encouraging finding is the large number of students who continue to try to pass the CAHSEE after their originally scheduled graduation date. Of the approximately 26,000 general education students who were first time seniors in the Class of 2011 and who did not complete the CAHSEE requirement by the end of grade twelve, more than 10,000 took the CAHSEE one or more times in the 2011–12 school year. More than a third of these students completed the CAHSEE requirement. Thousands of general education students from prior classes who had not yet passed the CAHSEE also continued to try to pass it in the 2011–12 year. A year or two after their original graduation year, more than 1,000 students from the Class of 2010 and more than 500 students from the Class of 2009 completed the CAHSEE requirement.

- **Gaps persist in CAHSEE passing rates.** While performance on the CAHSEE has increased for key demographic groups, significant gaps in CAHSEE passing rates persist for minority and low income groups, English learners (EL), and students in special education. Trends for ELs are better captured by trends in scores on the California English Language Development Test (CELDT), reported by the CELDT program, itself.

- **Students report varying perspectives on the CAHSEE.** As part of the independent evaluation, students complete a brief questionnaire after each part of the CAHSEE. The questions are designed to identify different ways that students are affected by the CAHSEE requirement. One particularly significant finding is that most grade ten students report that the topics on the CAHSEE were covered in their courses and that the questions on the test were not more difficult than questions they encountered in class. One other particularly significant finding was that the percentage of grade ten students who reported working harder in their courses because of the CAHSEE requirement rose over time.

- **Some post high school outcomes correlate highly to CAHSEE test scores.** HumRRO conducted a special study in collaboration with several volunteer local education agencies (LEAs). The 2012 annual report included all findings from this study. As an example, our analyses of CAHSEE scores relative to student-level responses from six LEAs to senior survey items about their intentions after graduation revealed a strong positive relationship between academic achievement as measured by the CAHSEE and plans for higher education, including graduate degrees. In addition, using Student Tracker data[1] to provide actual postsecondary academic information for a sample of students from all participating LEAs, we found evidence that CAHSEE performance predicts near-term postsecondary academic pursuits with reasonable accuracy. We found a robust relationship between the 10 levels of CAHSEE achievement constructed for this study (e.g., low Basic, medium Basic, high Basic) and postsecondary enrollment.

- **Graduation rates increased and dropout rates decreased, but gaps persist.** We examined trends in other academic indicators to see if there might be changes that could be associated with the implementation of the CAHSEE requirement, beginning with the Class of 2006. The increase in graduation rates for the Class of 2011 was accompanied by a decline in dropout rates. Disaggregated graduation rates for graduating cohorts reveal large differences in dropout rates for the Class of 2011, from a low of 6 percent for Asian students to a high of 25 percent for African American students.

- **Students are participating in more college preparation.** One concern with the CAHSEE requirement was that it might lead to a focus on more basic courses at the expense of advanced coursework. To the contrary, about two-fifths (40.3 percent) of the Class of 2011 graduates completed the course requirements to enter a University of California (UC) or California State University (CSU) school. The rate of completion overall and for every demographic group increased from 2004–05 to 2010–11, with the most substantial positive one-year change occurring from 2010 to 2011. Participation in Advanced Placement (AP) examinations increased in 2011, as did measures of success on the AP. More than a third of the 2011 graduating class took at least one AP examination and nearly one-quarter achieved a score of 3 or better on at least one AP examination.

The interested reader is referred to the 2012 annual report (Becker, Wise, Hardoin, & Watters, 2012b) for further explication of these findings.

Recommendations from 2012 Report

Our annual and biennial reports include recommendations for ongoing improvement to the CAHSEE and relevant California infrastructure, legislation, and

[1] The National Student Clearinghouse data repository, Student Tracker, provides actual postsecondary enrollments, withdrawals, degree attainment, etc. for individual students.

support systems for students with lagging performance, for example. Our most recent biennial report includes an exhaustive history of all recommendations made since the beginning of the HumRRO evaluation (Becker, Wise, Hardoin, & Watters, 2012a). We summarize here the three recommendations included in the 2012 annual evaluation report: systematic review, consistency for students with disabilities, and middle school intervention for at risk students.

Systematic Review

The first of these recommendations involves contemplation of options for a major revision of the current high school graduation requirement, passing the test called the CAHSEE. We draw upon our experience as the independent evaluator of the initial decade of the CAHSEE to identify critical steps in developing or revising requirements for a diploma. Our multipart recommendation is intended to guide policy makers in addressing the potential challenges and obstacles systematically and proactively, applying lessons learned from the early and continuing CAHSEE years. We do not have further recommendations for fine-tuning the existing system at this time.

> ***General Recommendation 1:*** *The State Board of Education and the California Department of Education should systematically review the graduation requirement and propose alternatives for consideration by the Legislature and the Governor.*

California adopted the Common Core State Standards (CCSS) in August of 2010 and is participating as a governing state in the Smarter Balanced Assessment Consortium (SBAC). The CCSS were developed to build student knowledge and skill toward a rigorous conception of college and career readiness by the end of high school. By the 2014–15 school year, a new set of assessments measuring school effectiveness in helping students achieve competency in the CCSS will be in place. These will be grade level or end-of-course assessments and will not be specifically linked to high school graduation requirements. In a parallel effort, in accordance with *California Education Code Section 60604.5*, the State Superintendent of Public Instruction is developing recommendations for the reauthorization of the statewide pupil assessment system. These recommendations will refine the entire assessment system, including the role of the exit examination. It is reasonable to ask whether the new content standards call for a new assessment that high school students must pass in order to earn a high school diploma – perhaps one that aligns to the CCSS – and whether alternative pathways to graduation need to be defined for students, such as using portfolios of coursework or end-of-course projects, using scores from other assessments such as the AP, ACT, or SAT examinations, or some combination of these.

> *1a: Policy makers should decide on the intended relationship of a California high school diploma to currently emerging definitions of readiness for college and careers.*

1b: Policy makers should consider alternatives for determining how the diploma requirement relates to grade level content standards for instruction.

1c: If the new graduation requirement includes a new exit examination, students should not be required to pass the examination until there is evidence that instruction has been fully realigned to cover the content standards measured by the assessment.

1d: The CDE should propose alternatives for helping students meet any increase in the scope and rigor of the graduation requirement.

1e: The existing requirement, passing the CAHSEE, should be left in place until a revised graduation requirement can be implemented.

Consistency for Students with Disabilities

The appropriateness of the CAHSEE requirement for SWD has been a continuing question over the past decade. Plans for revising the graduation requirement must take into account the needs and unique characteristics of SWD. The second general recommendation concerns the clarity of expectations for SWD. The need to develop and communicate a clear and consistent set of expectations for SWD is urgent and should be addressed now with the current CAHSEE.

General Recommendation 2: *California should set and maintain consistent requirements for students with disabilities with respect to graduation requirements.*

The CAHSEE requirement was appropriately deferred for two years for all students, from 2004 to 2006, to allow time for instruction at earlier grades to prepare students to meet high school ELA and mathematics expectations. The requirement was deferred two additional years for SWD, from 2006 to 2008, while a law suit on behalf of these students was resolved. This extension of the second deferral provided additional time to adjust individual education programs (IEPs) at earlier grades to prepare students for the high school requirements. For the high school classes of 2008 and 2009, SWD had to meet the CAHSEE requirement to receive a diploma, although waivers were required (and granted) if students needed a testing modification to receive a passing score. During the period from 2004 through 2009, initial passing rates for SWD increased, reflecting more rigorous and effective instruction for SWD.

Under current law, the CAHSEE requirement has once again been deferred for SWD until 2015. Although teachers, parents, and students currently in grades ten through twelve know that eligible SWD do not need to pass the CAHSEE, they remain uncertain as to what is truly expected of them in high school. Issues leading to the current exemption should be resolved during development of the new graduation policy so that efforts to improve instruction for SWD will resume in full. Resolution of these issues will require agreement on appropriate alternative ways that SWD can

demonstrate required knowledge and skills, and might include identifying appropriate goals for students who are not able to participate in regular academic instruction.

Middle School Intervention for At Risk Students

Our final recommendation was based on findings that students scoring below the basic level on grade seven ELA and mathematics tests are at significant risk of not passing the CAHSEE when they reach grade ten.

> ***General Recommendation 3:*** *Guidance and resources should be provided to middle schools to support intervention with students who have fallen behind in the development of basic ELA and mathematics skills required to pass the CAHSEE.*

Students who have fallen behind in ELA or mathematics by grade seven have a significant chance of not being able to pass the CAHSEE in grade ten. Although these students may not be facing an exit examination in their high school years, pending policy decisions and possible new legislation on graduation requirements, they are clearly at risk of struggling with ELA and mathematics curricula in high school.

Research Questions

The current evaluation is guided by research questions drawn from three sources. The first is the legislation requiring the evaluation. Three questions are specified in *EC* Section 60855(a):

1. **How have students performed on the examination?** "Analysis of pupil performance, broken down by grade level, gender, race or ethnicity, and subject matter of the examination, including any trends that become apparent over time (Section 60855 (a)(1))."

2. **What effect has the CAHSEE requirement had on high school completion and college attendance?** "Analysis of the exit examination's effects, if any, on college attendance, pupil retention, graduation, and dropout rates, including analysis of these effects on the population subgroups (Section 60855(a)(2))."

3. **Does the CAHSEE requirement have differential effects on different demographic groups?** "Analysis of whether the exit examination is likely to have, or has, differential effects, whether beneficial or detrimental, on population subgroups (Section 60855(a)(3))."

The second source for identifying specific research questions is the information requested by CDE in the Request for Proposals (RFP) for this evaluation. While the RFP does not include a clearly defined list of research questions for the evaluation, the requirements for the biennial reports suggest the following three general questions in addition to those specified in the *EC*:

4. **Is the examination a valid, fair, and efficient assessment of competency in the knowledge and skills specified in the test blueprints?** This question underlies all of the activities specified under RFP Section 3.3 (pp. 13–14) involving review of test development, administration, scoring, and equating.

5. **What programs or strategies are schools using to help students prepare for and pass the CAHSEE, from middle school through grade twelve and beyond, and how effective are the programs or strategies?** This question is implied by requirements 2, 3, and 4 for the biennial reports specified in RFP Section 3.3.C (p. 16).

6. **How effective are test variations for students with disabilities and for English learners?** This question is implied by requirements 5 and 6 for the biennial reports specified in RFP Section 3.3.C (pp. 16–17).

The final source for identifying specific research questions was HumRRO staff's professional judgment as evaluators, based on having talked with stakeholders and policymakers during the more than 10 years of the CAHSEE evaluation:

7. **Is the CAHSEE requirement sufficiently rigorous to ensure that students receiving a diploma possess proficiency in reading and mathematics sufficient for college or work?** This question is at the heart of the current national debate over common standards for K–12 student achievement.

Organization and Contents of 2013 Annual CAHSEE Evaluation Report

The 2013 Annual CAHSEE Evaluation Report covers activities performed in the independent evaluation from November 1, 2012 through June 30, 2013. It includes results from CAHSEE administrations during the 2012–13 school year.

Chapter 2, *Analyses of CAHSEE 2012–13 Test Results*, analyzes results from the 2012–13 CAHSEE administrations, reporting results for grade twelve students in the Class of 2013 and comparing their passing rates to those of grade twelve students in the classes of 2006, 2007, 2008, 2009, 2010, 2011, and 2012. In addition, we report passing rates for grade ten students in the Class of 2015 in comparison to passing rates for grade ten students in previous classes, and passing rates for grade eleven students in the Class of 2014 as well as further analysis of those who did not meet the CAHSEE requirements during their sophomore year. This chapter also analyzes the rates of persistence and progress of students from the classes of 2010 through 2012 who did not meet the CAHSEE requirement in time to graduate with their classes. The chapter includes additional analyses of results for two populations, students with disabilities and English learners, including an investigation of student exit codes and analysis of trends in the California English Language Development Test (CELDT) scores of a cohort of students who were in grade seven in 2009.

Chapter 3, *Student Questionnaire Responses*, investigates the challenges and impacts of the CAHSEE program from the student perspective. Brief questionnaires were administered to students upon completion of each CAHSEE test. Analyses include comparisons of current year responses to response patterns in previous years, as well as comparisons among distinct groups of students (e.g., students who passed the CAHSEE versus those who did not).

Chapter 4, *Middle School English Learner Study*, presents interim results from an ongoing special study of middle school English Learners (EL). The study was motivated by the relatively low CAHSEE passing rates for grade ten EL students, the alignment of several CAHSEE standards with middle school coursework, and response patterns from some grade ten EL students on the CAHSEE questionnaire that indicate a lack of preparedness. HumRRO and CDE staff began in 2011–12 a retrospective pilot study of interventions and remediation offered to middle school EL students. This chapter describes findings from the first study phase and recommendations for the second (final) phase of this study.

Chapter 5, *Review of CAHSEE Test Quality*, describes various indicators of CAHSEE quality. The chapter includes findings from HumRRO's observations of a Differential Item Functioning (DIF) review workshop as well as our own analysis of DIF trends over time. Further, the chapter reports our observations regarding test administrations and the Range Finding meeting conducted by the administration contractor, ETS. The chapter includes analyses of scoring consistency, including essay scoring. The chapter also describes HumRRO's observation of a workshop for item alignment to Common Core State Standards.

Chapter 6, *Trends in Educational Achievement and Persistence During the CAHSEE Era*, presents trends in educational achievement and perseverance through analyses of data on year-by-year high school enrollment trends, graduation and dropout rates, college preparation, and AP test achievement. While these do not directly reflect effects of the CAHSEE, trends over time can be informative in assessing shifts in student achievement. These analyses draw on publicly available data from external sources such as the CDE's DataQuest, which provides access to the California Basic Educational Data System (CBEDS).

Finally, Chapter 7, *Findings and Recommendations*, presents our findings and recommendations based on the data analyses and results presented in previous chapters.

Chapter 2: Analyses of CAHSEE 2012–13 Test Results

Lauress L. Wise

Introduction and Brief History of CAHSEE Testing

The legislation establishing the California High School Exit Examination (CAHSEE) called for the first operational forms of the examination to be administered in spring 2001 to grade nine students in the Class of 2004. At the first administration grade nine students could volunteer, but were not required, to take either or both portions of the examination. Students who did not take or did not pass the examination in that administration were required to take the examination as grade ten students in spring 2002. Preliminary results from the CAHSEE spring 2001 and 2002 administrations were reported in the 2001 and 2002 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, the governor, the State Board of Education (SBE), and the California Department of Education (CDE) (Wise et al., 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 grade ten students in March or May of 2003. Analyses of results from these administrations were reported in the 2003 evaluation report (Wise, et al., 2003) and in the second biennial evaluation report (Wise et al., 2004a).

Subsequent to the 2002–03 administrations, the requirement to pass the CAHSEE was deferred to the Class of 2006. In the 2003–04 school year, the CAHSEE was modified slightly and administered in spring 2004 to all grade ten students in the Class of 2006. Results from the 2004 administrations were reported in Chapter 2 of the 2004 evaluation report (Wise, et al., 2004b).

The 2004–05 administrations included both grade ten students in the Class of 2007 taking the CAHSEE for the first time and grade eleven students in the Class of 2006 who had not passed the CAHSEE as grade ten students. The grade eleven students took the CAHSEE one or more times in September and November 2004, or February, March, and May 2005. The grade ten students participated in the February, March, or May 2005 administrations. In addition, a small number of adult education (AE) students took the CAHSEE during the 2004–05 school year. Analyses of results from the 2004–05 administrations were reported in Chapter 3 of the 2005 evaluation report (Wise, et al., 2005).

The 2005–06 CAHSEE administrations included grade ten students in the Class of 2008, grade eleven students in the Class of 2007, and grade twelve students in the Class of 2006. Except for students with disabilities who could meet the CAHSEE requirement in other ways, grade twelve students who still had not passed the CAHSEE by the end of the 2005–06 test year were denied diplomas. Analyses of results from the

2005–06 administrations were reported in Chapter 2 of the 2006 evaluation report (Wise, et al., 2006).

The 2006–07 CAHSEE administrations were more complex still. Three separate classes of high school students, 2007 through 2009, as well as many students from the Class of 2006 who had not passed the CAHSEE by the end of their senior year, took the tests. Essentially, all grade ten students in the Class of 2009 were tested for the first time in February, March, or May of 2007. Grade eleven students in the Class of 2008 who had not yet passed the CAHSEE had multiple opportunities to take the CAHSEE in the July, October, November, or December 2006 administrations and in the February, March, or May 2007 administrations. Grade twelve students in the Class of 2007 who still needed to pass the CAHSEE had as many as three opportunities to take the CAHSEE during these same administrations. In addition, many students from the Class of 2006 continued to take the CAHSEE, either as students repeating grade twelve or as AE students. Analyses of results from the 2006–07 administrations were reported in the 2007 evaluation report (Becker and Watters, 2007).

In 2002, a lawsuit (Kidd et al. vs O'Connell et al., formerly referred to as the Chapman case) was filed on behalf of students with disabilities (SWD). While the suit was pending, the parties agreed that SWD in the classes of 2006 and 2007 could receive a diploma even if they did not pass the CAHSEE, as long as they met all other local and state requirements, although many of these students continued to take the CAHSEE. A final settlement was reached in March 2008 reinstating the requirement that SWD pass the CAHSEE and requiring the CDE to conduct a study of SWD who are unable to pass. Analyses of results from the 2007–08 and 2008–09 CAHSEE administrations, including passing rates for SWD in the Classes of 2008 and 2009 were reported in our 2008 and 2009 annual reports (Becker,Wise, and Watters, 2008; Becker, Wise, and Watters, 2009).

With the exception of a new exemption for SWD introduced in 2012, while the state studies alternative ways that these students might demonstrate competency, the 2009–10 through 2011–12 administrations were essentially the same with six administrations opened to grade twelve and adult education students, five of these were also open to grade eleven students, and the last three, February through May, open to grade ten students. Results from each of these administrations were reported in our 2010 through 2012 annual reports (Becker, Wise, and Watters, 2010; Becker, Wise, Hardoin, & and Watters, 2011, Becker, Wise, Hardoin, and Watters, 2012). All of these reports are available on the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/evaluations.asp.

Chapter Scope and Organization

This chapter presents results from the current year of CAHSEE testing and integrates these results into the cumulative history of more than a decade of CAHSEE testing outcomes. The chapter is organized into three main sections. The first section describes processing steps in creating data files for the analyses of 2012-13 test results

and procedures used to estimate passing rates. The second section of the chapter describes test results for each high school class including a number of descriptive analyses of student groups, both those that have met, and those that have not yet met the CAHSEE requirement. The final section describes results from special analyses of students with disabilities (SWD) and English learners (ELs), two groups heavily impacted by the CAHSEE requirement. In an earlier evaluation report (Becker and Watters, 2007), we discovered that a significant number of grade 10 ELs had been in US schools for more than a few years, many since Kindergarten, yet had not developed fluency in English. This year, we followed up with analyses of data from the California English Language Development Test (CELDT) for students in grades 7 to 10 to identify factors associated with lower or higher rates of development of English language skills. Results from these analyses are included in the final section of this chapter.

Test Result Data

The primary source of data used to analyze CAHSEE test results was the detailed item-analysis files received from ETS, the testing contractor, after each CAHSEE administration. These data were analyzed and documented in brief reports to the CDE with cumulative results through each separate administration. The data files contain test item and student questionnaire responses for each student who took the CAHSEE, but do not include corrections to demographic information, which come later in the year, and may exclude a small number of students whose test results were not processed in time to be included in these files.

Table 2.1 shows the number of answer document records in the files received from ETS for each of the 2012–13 CAHSEE administrations.[2] For this report, data from July 2012 through May 2013 administrations are included. For each CAHSEE test, Table 2.2 also shows the number of answer documents and the number of documents with passing scores by administration date and current grade. The July 2012 CAHSEE administration included students in grade twelve and in AE. The October through December 2012 administrations also included students in grade eleven. Grade ten students are included in the February, March, and May administrations, along with students in grades eleven and twelve, and AE students who are still trying to pass. One curious result shown in Table 2.2 is that nearly one-third of the answer documents received for the July 2012 test were for students who were signed up to be tested and either failed to show up or did show up but turned in a blank answer document. CDE may wish to investigate this result further in deciding on testing schedules or test material orders for future years.

Cumulative passing rates are estimated in this report for current grade ten, eleven, and twelve students (Classes of 2015, 2014, and 2013 respectively), as well as for students who were previously in the Classes of 2010 through 2012. Passing rates for

[2] Note that the data analyzed here are preliminary results prior to final review and correction of demographic information by schools and districts.

students in AE programs are not analyzed further except for those students who were previously in the Classes of 2010 through 2012.

Some students used more than one answer document in the same CAHSEE administration (usually one for the ELA test and one for the mathematics test), resulting in multiple test records on the ETS files for the same student. In addition, many grade eleven and grade twelve students participate in more than one administration during the year. We matched answer documents within and across the 2012–13 administrations to avoid counting the same student more than once. Table 2.2 shows the resulting estimates of the number of different students participating in one or more of 2012–13 CAHSEE administrations and the numbers and percentages of these students passing each of the two tests. There are minor discrepancies between Table 2.2 and Table 2.3 in the numbers of students passing because grade codes were corrected for a small number of students who had more than one answer document and had inconsistent grade codes across the different answer documents.

Table 2.1. Number Answer Documents from Each 2012–13 CAHSEE Administration and Number with Passing Scores

Test Date	Grade[1]	Total Answer Sheets	Blank Answer Sheets	ELA		Math	
				Number Taking[2]	Number Passing	Number Taking[2]	Number Passing
Jul-12	12	13,532	4,792	5,920	1,353	5,320	785
	Adult Education	1,589	84	982	339	873	214
	Total	15,121	4,876	6,902	1,692	6,193	999
Oct-12	11	27,683	1,907	19,034	6,753	18,942	6,859
	12	37,932	4,340	24,266	6,159	22,907	6,360
	Adult Education	2,693	107	1,731	613	1,570	556
	Total	68,308	6,354	45,031	13,525	43,419	13,775
Nov-12	11	83,401	7,810	57,507	23,095	55,832	20,176
	12	54,338	7,239	34,209	9,643	32,337	8,529
	Adult Education	5,368	253	3,490	1,311	3,042	1,011
	Total	143,107	15,302	95,206	34,049	91,211	29,716
Dec-12	11	524	58	333	120	292	129
	12	2,369	581	1,222	222	964	287
	Adult Education	740	26	431	158	460	148
	Total	3,633	665	1,986	500	1,716	564
Feb-13	10	115,114	5,922	106,864	88,557	106,888	89,957
	11	27,698	4,531	16,507	4,476	16,678	5,072
	12	44,909	8,281	25,580	5,302	23,916	5,664
	Adult Education	4,737	374	2,864	941	2,747	623
	Total	192,458	19,108	151,815	99,276	150,229	101,316
Mar-13	10	368,263	14,828	346,785	289,441	347,002	290,519
	11	41,189	4,697	26,477	7,870	25,918	7,632
	12	33,382	6,185	19,066	4,124	17,666	4,114
	Adult Education	4,462	186	2,864	1,022	2,642	952
	Total	447,296	25,896	395,192	302,457	393,228	303,217
May-13	10	16,278	3,914	8,703	5,322	8,546	5,188
	11	23,421	3,919	13,858	4,041	13,682	4,098
	12	27,816	6,498	14,852	2,829	13,330	2,601
	Adult Education	4,507	207	2,694	1,082	2,771	1,032
	Total	72,022	14,538	40,107	13,274	38,329	12,919
Total Grade 10		499,655	24,664	462,352	383,320	462,436	385,664
Total Grade 11		203,916	22,922	133,716	46,355	131,344	43,966
Total Grade 12		214,278	37,916	125,115	29,632	116,440	28,340
Total Adult Educ.		24,096	1,237	15,056	5,466	14,105	4,536
Total All Records		941,945	86,739	736,239	464,773	724,325	462,506

[1] Grade ten students are in the Class of 2015, grade eleven students are in the Class of 2014, and grade twelve students are in the Class of 2013.

[2] Students who took a test with a modification are included in the counts of the number of students taking each test but not counted as having passed. Note that in DataQuest these students are not counted as having taken the test.

Table 2.2. Counts of Unique Students and Passing Rates by Grade Level in the 2012–13 CAHSEE Administrations

Count[1]	Grade 10	11	12	Adult Education	Total
Total Unique Students	478,905	128,444	88,756	13,747	709,852
Blank Answer Documents[2]	13,748	8,297	10,470	513	33,028
Number Taking ELA	458,988	88,545	53,966	9,207	610,706
Number Passing ELA	382,883	46,498	24,089	4,136	457,606
Percent Passing ELA	83.4%	52.5%	44.6%	44.9%	74.9%
Number Taking Math	456,881	83,678	48,630	8,556	597,745
Number Passing Math	385,210	44,161	22,403	3,580	455,354
Percent Passing Math	84.3%	52.8%	46.1%	41.8%	76.2%

[1] Counts of students passing by grade level may differ from those in Table 2.1 because of corrections to inconsistent grade codes across answer documents for the same student and because a number of students appear to have passed the same test more than once. Counts of students taking each test *include* students who took the test with a modification.

[2] Both blank and non-blank answer documents were found for some students. These students were not counted as having blank answer documents in Table 2.2, resulting in lower counts of blank answer documents in comparison to Table 2.1.

We matched the 2012–13 CAHSEE test data to test results from the 2005–06, 2006–07, 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12 CAHSEE administrations. Matches were found for 88 percent of the current grade twelve students, 83 percent of the current grade eleven students, and 54 percent of the students currently enrolled in AE programs. More than 4,500 of the current grade ten students were matched to students who tested in earlier years; the remainder were assumed to have been in grade nine during the 2011–12 school year.

Table 2.3 shows the relationship of the high school class based on the grade reported last year during 2011-12 testing to the high school class and grade indicated in the 2012–13 test records for students with matching prior-year records. About three quarters (76 percent) of the grade twelve students testing this year (Class of 2013) were in grade eleven last year (53,260 of the 70,353 current grade twelve students matched to last year's records). A substantial number (11,115) of students, or about 16 percent, shown as grade twelve this year were first-time grade twelve students last year (Class of 2012). Roughly 96 percent of the current grade eleven students were in grade ten last year, but there were 3,358 students who were also in grade eleven last year[3]. Some others of this year's examinees appear to be from even earlier high school classes, although extreme discrepancies may be due to erroneous student identifiers. When students in all grades and AE are also included, there were 1,433 students who were thought to be originally in the Class of 2009; 2,132 who were originally in the Class of 2010; 4,256 who were in the Class of 2011; and 13,833 who were in the Class of 2012. Most of the students currently in AE who were matched to records from last year were grade 12 students in earlier years.

[3] Schools may vary in the rules they use to assign students to a grade level based on courses or units completed at any point in time. The grade entered for a student in the CAHSEE records may vary during the school year.

Table 2.3. Number of 2012–13 Examinees (Excluding Blank Answer Documents) Matched to Prior-Year Records by Current and Prior High School Class

Grade and High School Class in 2011-12 School Year	Grade and High School Class in 2012–13 School Year				
	Grade 10 (Class of 2015[1])	Grade 11 (Class of 2014)	Grade 12 (Class of 2013)[2]	Adult Education (AE)	Total Matched
Grade 9 (Class of 2015[1])	460,534*	0	0	0	460,534
Grade 10 (Class of 2014)	3,708	95,354*	2,208	79	101,349
Grade 11 (Class of 2013)	584	3,358	53,260*	387	57,589
Grade 12 (Class of 2012)	123	484	11,115*	2,111*	13,833
Grade 12 in 2010–11	46	167	2,367*	1,676*	4,256
Grade 12 in 2009–10	20	83	892*	1,137*	2,132
Grade 12 in 2008–09	10	48	472*	903*	1,433
Adult Education	52	32	39	1,239*	1,362
Total	465,077	99,526	70,353	7,532	642,488

[1] Current grade ten students not matched to 2011–12 CAHSEE records were assumed to have been in the Class of 2015 last year as well as this year.

[2] Current grade twelve students include students previously in the Classes of 2009 through 2012 as well as the Class of 2013.

Note: Shaded cells or numbers with * indicate normal grade progression. Normal progression for grade twelve students who did not pass is either to remain in grade twelve or to enter AE.

It is important to note that some students remained in the same grade or advanced more than one grade and thus moved to a different high school class between the 2011–12 and 2012–13 school years. If students who changed to a different class had previously passed only one of the CAHSEE tests, they had to be removed from the prior counts of students passing that test for their original class and added to the corresponding counts for their new class. For this reason, counts of students in a given class who had passed either the ELA or mathematics test in previous years were subject to change. Counts of students who passed both tests did not change, since these students did not participate in further CAHSEE testing. Some of the students previously meeting the CAHSEE requirement might have changed to a different high school class, but we would have no way of verifying such a change. We also deleted a few records for students who appeared to be taking a CAHSEE test even though they had already been counted as meeting the CAHSEE requirement.

For consistency and completeness in reporting, we corrected all of the CAHSEE records with missing or inconsistent gender or race/ethnicity codes from the 2012–13 CAHSEE administrations. For records with missing or inconsistent gender codes, we assigned the gender most common to their first name. In a very few cases, their first name was not shared with 10 or more others, so we selected a gender code randomly. For records with missing or inconsistent race/ethnicity codes, we assigned the race/ethnicity code with the highest frequency for their first or last name, whichever one had a higher frequency among a single racial/ethnic group. We also corrected inconsistencies in first and last names by selecting the most frequent first or last name

among different names found for a given student. Name corrections did not affect statistical analyses directly but did have some impact on efforts to match student records across administrations and years.

Computing Passing Rates

A key issue in computing and reporting passing rates for the CAHSEE is what to use as the denominator. As noted above, the composition of a given high school class changes dynamically as students skip or repeat grades. In addition, a number of students leave the state, transfer to private schools, or just drop out for reasons having nothing to do with the CAHSEE. A continuing issue has been how best to remove students who have left the system without passing the CAHSEE from the denominator used in computing passing rates. Table 2.4 compares fall enrollment counts (reported by DataQuest), enrollment counts from the Standardized Testing and Reporting (STAR) Program tests that occurred closer in time to the CAHSEE testing dates, and record counts from the CAHSEE. Note that the spring enrollment counts are typically lower than the fall enrollment counts. The CAHSEE is now also being used for grade ten accountability under the federal Elementary and Secondary Education Act (ESEA) requirements. Essentially all students must be tested to meet ESEA participation requirements, so the CAHSEE counts appear to be reasonably complete. We used total CAHSEE record counts in computing grade ten 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.

Table 2.4. Grade Ten Enrollment Estimates from California Basic Education Data System (CBEDS), STAR, and CAHSEE[1]

Source	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Fall enrollment (CBEDS)	490,465	497,203	515,761	517,873	513,707	509,157	506,042	502,452	494,739	486,498
STAR reported enrollment	475,201	482,164	502,616	500,655	495,912	495,705	497,957	495,322	486,991	480,032
STAR students tested (Grade Ten ELA)	452,242	462,795	482,781	481,950	478,582	479,510	482,333	466,937	455,363	467,170[2]
CAHSEE examinees[3]	459,199	470,891	505,045	502,106	493,559	496,688	498,187	480,868	486,892	478.905
Percentage of fall enrollment	93.7%	94.7%	97.9%	96.9%	96.0%	97.6%	98.4%	95.7%	98.4%	98.4%

[1] CBEDS and STAR data were retrieved online through CDE's DataQuest facility at http://dq.cde.ca.gov/dataquest.

[2] STAR counts include students taking the California Standards Test (CST), the California Modified Assessment (CMA) or the California Alternate Performance Assessment (CAPA).

[3] CAHSEE student counts include blank answer documents with duplicate records for the same student removed. These are the counts used as the base in computing passing rates.

The denominators used in computing passing rates for students in grades eleven and twelve were adjusted to reflect students who moved between high school classes, transferred out of state, or dropped out. The denominator used was the number of students in the class who had passed the CAHSEE in prior years plus the number still

taking the CAHSEE during 2012–13. Some of the students who passed in prior years may also have changed classes or dropped out, but were not in our data files because they did not take the CAHSEE again. In the future, the California Longitudinal Pupil Achievement Data System (CALPADS) will provide better data on students who do not participate in further CAHSEE testing, including both those who have passed the CAHSEE and those who have not.

We recognize that excluding students who dropped out before grade twelve from the computation of passing rates may overstate student success in meeting the CAHSEE requirement. There is no way of knowing, however, how many of the students who dropped out might have passed the CAHSEE had they kept trying. The high rate of high school dropouts is a serious and costly problem (Alliance for Excellence, 2007) that is somewhat beyond the scope of the present evaluation. While there is no evidence that the CAHSEE has led to increased dropout rates prior to grade twelve, there is some evidence from our prior analyses that the CAHSEE requirement has prevented or delayed between one and four percent of seniors from graduating. Further analyses of students who stopped trying to pass the CAHSEE are presented later in this chapter.

The denominators used in computing passing rates for the classes of 2010 through 2012 were unchanged from the numbers estimated during their original senior year. For these classes, we report the number of students not continuing to take the CAHSEE separately, but retain them in the denominator.

Excluding Students with Disabilities (SWD)

Students with disabilities (SWD), including students in special education programs and also students with 504 plans that may specify accommodations and modifications, have been exempt from the CAHSEE requirement at various times. To provide consistent trend information, SWD have been excluded from many of the grade eleven and twelve passing rate computations for other demographic groups. In the following text, the remaining students are sometimes referred to as general education students, which they all are. It should be noted, however, that some of the SWD, particularly 504 plan students, are also in general education programs but are not currently subject to the CAHSEE requirement. In all cases, results for SWD are reported separately. For the grade 10 census administration, SWD have consistently been required to participate along with all other students, so SWD have not been excluded from any of the analyses of grade 10 results.

Note that of all the current grade ten records, 9.9 percent had a primary disability code and 57.2 percent of those also indicated an IEP Plan. An additional 0.4 percent of all current grade ten records indicated a 504 Plan. Of these, 0.3 percent did not have disability codes, and 0.1 percent also indicated an IEP Plan. Additional analyses of SWD are presented later in this chapter.

Key Analysis Questions

This section presents cumulative CAHSEE results through the 2012–13 administrations. Analyses of test results are organized around four main issues:

1. **Grade twelve students:** How many first-time grade twelve students in the Class of 2013 who had not passed the CAHSEE were able to pass in their senior year, and how many did not meet the CAHSEE requirement by June 2013? How did these numbers compare to the results for the classes of 2006 through 2012?

2. **Grade eleven students:** How did the performance of grade eleven students in the Class of 2014 who had not yet passed the CAHSEE change and what can we expect for those who have not yet passed by the end of grade eleven? Also, how did improved performance for grade eleven students in the Class of 2014 compare to improvements seen in our previous analyses for grade eleven students over the last several years?

3. **Grade ten students:** How did 2013 results for grade ten students in the Class of 2015 compare to results for the classes of 2006 through 2014 when those students took the CAHSEE for the first time as grade ten students in 2004 through 2012 respectively?

4. **Prior classes:** How many students from the classes of 2010 through 2012 who had not met the CAHSEE requirement continued to try to pass the CAHSEE in 2013? How many of them passed?

Our analyses answer each of these questions for students in specific demographic categories defined by gender, race/ethnicity, economic disadvantage, and English-learner or disability status. Results for AE students are reported briefly, but are not the primary policy focus of these analyses except for AE students who were previously in the Classes of 2006 through 2012.

Readers should attend carefully to the table titles and footnotes to ensure appropriate interpretation of the data. To help differentiate between the results tables presented for each class of students, a brief explanation of the logic of table order follows:

- For the Class of 2013 and the Class of 2014, six similar tables of 2012–13 results are presented. The first two tables for each class show passing results for both tests (ELA and mathematics), starting with general education students only and then including students with disabilities. The next tables show passing rates on the individual tests, ELA (excluding then including SWD) and then mathematics (excluding then including SWD).

- For the Class of 2015, the three tables of 2012–13 results (both tests, ELA, then mathematics) all include SWD.

- For each class, the 2012–13 administration results tables are followed by a table comparing passing rates for one grade (twelve, eleven, ten) over time.

- For high school classes prior to 2013 (2010 through 2012), tables showing results for general education students (both tests, ELA, then mathematics) are presented, since SWD may have received a waiver or exemption. However a separate line in each of these tables shows counts of SWD who did pass the CAHSEE.

Class of 2013 — Once Again Seniors Struggled to Meet Graduation Deadline

Tables 2.5 through 2.10 show cumulative passing rates for students in the Class of 2013, this year's first-time seniors. To avoid duplication, students who had been seniors in 2006 through 2012 were excluded from the counts in Tables 2.5 through 2.18. In the primary tables, students with disabilities are excluded from all rows, due to the exemption currently reinstated for these students. We also provide an alternative to each table where students with disabilities are included in all rows, allowing for direct comparison to prior-year results in some cases.

In computing the estimates shown in these tables, adjustments were made to previous estimates of the numbers who had passed each part in prior years.

We removed students who appeared to shift from the Class of 2013 to a different high school class, because they remained in grade eleven in both the 2011–12 and 2012–13 school years, or in a few cases, dropped back to grade ten.

We added in a few students who joined the target class because they advanced by more than one grade (from grade ten in the 2011–12 school year to grade twelve in the 2012–13 school year). We did not, however, add students from the Class of 2012 who remained in grade twelve. These students are included in the tables below for the Classes of 2010 through 2012. Adding students moving into the Class of 2013 may have increased the number of students in the class who had passed one but not both parts of the CAHSEE by May 2012.

Finally, we removed Class of 2013 students who had not passed both parts, but were not matched to a test record from the 2012–13 administrations. We did also include a small number of grade twelve students who participated in the 2012–13 administrations but could not be matched to any prior records. Most of these students were most likely new to the state, although some were students who could not be matched to their prior records because of coding errors in key student identifiers.

In the tables that follow, we believe that the most important values are the estimates of the numbers of students who have not yet passed either or both parts of the CAHSEE. The percentages shown are subject to some debate due to differences of opinion as to the appropriate denominator (the base for computing the percentages). For example, students who passed the CAHSEE but subsequently left the state or dropped out are included in the denominator since we have no basis for estimating the number of these students.

Table 2.5. Estimated Number and Percentage of Students in the Class of 2013[1] Passing Both CAHSEE Tests Through May 2013, Excluding Students with Disabilities

	By May 2012		July 2012–May 2013			Cumulative Total		
Group	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	400,835	53,731	25,076	19,967	8,688	425,911	19,967	95.5%
Females	204,907	24,827	12,138	9,153	3,536	217,045	9,153	96.0%
Males	195,928	28,904	12,938	10,814	5,152	208,866	10,814	95.1%
American Indian or Alaska Native	2,877	436	216	146	74	3,093	146	95.5%
Asian	40,437	2,819	1,592	966	261	42,029	966	97.8%
Pacific Islander	2,577	393	177	171	45	2,754	171	94.2%
Filipino	13,315	708	433	206	69	13,748	206	98.5%
Hispanic or Latino	186,171	33,690	14,752	13,323	5,615	200,923	13,323	93.8%
African American or Black	23,751	5,863	2,538	2,341	984	26,289	2,341	91.8%
White, non-Hispanic	122,470	7,494	4,352	1,975	1,167	126,822	1,975	98.5%
Multiple Races	9,237	2,328	1,016	839	473	10,253	839	92.4%
Economically Disadvantaged	193,819	36,418	15,808	14,537	6,073	209,627	14,537	93.5%
English Learner	34,785	21,197	8,433	9,358	3,406	43,218	9,358	82.2%
Reclassified Fluent English	93,991	4,275	2,719	1,108	448	96,710	1,108	98.9%

[1] Current grade twelve students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade twelve students who tested as grade ten students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade eleven students last year. Students with disabilities are ***excluded*** from all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Explanation of table contents: Line 1 shows that through May of 2012, 400,835 students now in the Class of 2013, excluding students with disabilities, had passed the CAHSEE and 53,731 had not. This year, 25,076 of the students who had not passed by May 2012 completed the CAHSEE requirement. Another 19,967 of these students took the CAHSEE, but have not yet passed both parts. An estimated 8,688 Class of 2013 students who had not passed by May 2012 did not participate in a CAHSEE administration this year. These students are considered to be no longer trying to pass the CAHSEE, for whatever reason, and have been dropped from cumulative total counts. Overall, we estimate that 425,911 students in the Class of 2013 have now passed the CAHSEE, which is 95.5 percent of the general education students in the Class of 2013 after adjusting for students moving into and out of this class. An estimated 19,967 students in the Class of 2013 have not yet passed the CAHSEE, but are still trying to do so.

Table 2.6. Estimated Number and Percentage of Students in the Class of 2013[1] Passing Both CAHSEE Tests Through May 2013, Including Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	417,705	82,583	29,207	38,137	15,239	446,912	38,137	92.1%
Females	210,424	35,213	13,657	15,784	5,772	224,081	15,784	93.4%
Males	207,281	47,370	15,550	22,353	9,467	222,831	22,353	90.9%
American Indian or Alaska Native	3,050	723	262	311	150	3,312	311	91.4%
Asian	41,239	3,705	1,848	1,470	387	43,087	1,470	96.7%
Pacific Islander	2,652	529	198	267	64	2,850	267	91.4%
Filipino	13,563	980	480	380	120	14,043	380	97.4%
Hispanic or Latino	193,435	50,344	17,089	24,162	9,093	210,524	24,162	89.7%
African American or Black	24,944	9,643	2,948	4,888	1,807	27,892	4,888	85.1%
White, non-Hispanic	129,103	13,114	5,226	5,104	2,784	134,329	5,104	96.3%
Multiple Races	9,719	3,545	1,156	1,555	834	10,875	1,555	87.5%
Economically Disadvantaged	201,967	55,685	18,403	27,067	10,215	220,370	27,067	89.1%
English Learner	38,089	31,922	10,165	16,315	5,442	48,254	16,315	74.7%
Reclassified Fluent English	95,574	5,485	2,989	1,802	694	98,563	1,802	98.2%
Students with Disabilities	16,870	28,852	4,131	18,170	6,551	21,001	18,170	53.6%

[1] Current grade twelve students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade twelve students who tested as grade ten students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade eleven students last year. Students with disabilities are ***included*** in all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

For the Class of 2013, more than 45,000 general education students and more than 22,000 students with disabilities took the CAHSEE during the 2012–13 school year. About 56 percent of the general education students and about 19 percent of the students with disabilities who took the CAHSEE this year completed their CAHSEE requirement. This leaves nearly 20,000 general education students and over 18,000 students with disabilities in the Class of 2013 who continued to try to meet the CAHSEE requirement this year, but have not yet done so.

Table 2.7. Estimated Number and Percentage of Students in the Class of 2013[1] Passing the CAHSEE ELA Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	412,432	39,807	20,105	13,341	6,361	432,537	13,341	97.0%
Females	211,788	16,734	9,008	5,402	2,324	220,796	5,402	97.6%
Males	200,644	23,073	11,097	7,939	4,037	211,741	7,939	96.4%
American Indian or Alaska Native	2,983	305	173	83	49	3,156	83	97.4%
Asian	40,611	2,619	1,505	879	235	42,116	879	98.0%
Pacific Islander	2,647	309	158	120	31	2,805	120	95.9%
Filipino	13,447	557	356	151	50	13,803	151	98.9%
Hispanic or Latino	193,823	24,629	11,420	9,003	4,206	205,243	9,003	95.8%
African American or Black	25,282	4,023	1,948	1,400	675	27,230	1,400	95.1%
White, non-Hispanic	123,928	5,651	3,682	1,187	782	127,610	1,187	99.1%
Multiple Races	9,711	1,714	863	518	333	10,574	518	95.3%
Economically Disadvantaged	201,726	27,006	12,460	9,978	4,568	214,186	9,978	95.5%
English Learner	37,674	17,771	7,425	7,477	2,869	45,099	7,477	85.8%
Reclassified Fluent English	95,880	2,185	1,503	435	247	97,383	435	99.6%

[1] Current grade twelve students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade twelve students who tested as grade ten students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade eleven students last year. Students with disabilities programs are ***excluded*** from all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.8. Estimated Number and Percentage of Students in the Class of 2013[1] Passing the CAHSEE ELA Test Through May 2013, Including Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	432,939	63,286	24,537	27,573	11,176	457,476	27,573	94.3%
Females	218,988	24,711	10,616	10,261	3,834	229,604	10,261	95.7%
Males	213,951	38,575	13,921	17,312	7,342	227,872	17,312	92.9%
American Indian or Alaska Native	3,204	511	216	203	92	3,420	203	94.4%
Asian	41,463	3,428	1,762	1,332	334	43,225	1,332	97.0%
Pacific Islander	2,736	426	187	194	45	2,923	194	93.8%
Filipino	13,731	776	403	289	84	14,134	289	98.0%
Hispanic or Latino	202,959	38,647	13,956	17,771	6,920	216,915	17,771	92.4%
African American or Black	26,981	7,104	2,417	3,382	1,305	29,398	3,382	89.7%
White, non-Hispanic	131,511	9,718	4,581	3,341	1,796	136,092	3,341	97.6%
Multiple Races	10,354	2,676	1,015	1,061	600	11,369	1,061	91.5%
Economically Disadvantaged	212,009	43,257	15,320	20,108	7,829	227,329	20,108	91.9%
English Learner	41,744	27,433	9,304	13,521	4,608	51,048	13,521	79.1%
Reclassified Fluent English	97,760	2,991	1,727	878	386	99,487	878	99.1%
Students with Disabilities	20,507	23,479	4,432	14,232	4,815	24,939	14,232	63.7%

[1] Current grade twelve students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade twelve students who tested as grade ten students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade eleven students last year. Students in with disabilities are ***included*** in all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.9. Estimated Number and Percentage of Students in the Class of 2013[1] Passing the CAHSEE Mathematics Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	413,209	39,271	19,372	13,297	6,602	432,581	13,297	97.0%
Females	209,606	19,456	10,038	6,554	2,864	219,644	6,554	97.1%
Males	203,603	19,815	9,334	6,743	3,738	212,937	6,743	96.9%
American Indian or Alaska Native	2,957	336	169	113	54	3,126	113	96.5%
Asian	41,678	1,439	1,077	240	122	42,755	240	99.4%
Pacific Islander	2,661	298	158	106	34	2,819	106	96.4%
Filipino	13,511	486	329	114	43	13,840	114	99.2%
Hispanic or Latino	194,381	24,127	10,935	8,930	4,262	205,316	8,930	95.8%
African American or Black	24,663	4,806	2,144	1,823	839	26,807	1,823	93.6%
White, non-Hispanic	123,755	5,906	3,677	1,365	864	127,432	1,365	98.9%
Multiple Races	9,603	1,873	883	606	384	10,486	606	94.5%
Economically Disadvantaged	203,236	25,553	11,429	9,499	4,625	214,665	9,499	95.8%
English Learner	41,804	13,194	5,656	5,116	2,422	47,460	5,116	90.3%
Reclassified Fluent English	95,033	3,116	1,940	845	331	96,973	845	99.1%

[1] Current grade twelve students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade twelve students who tested as grade ten students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade eleven students last year. Students in with disabilities are ***excluded*** from all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.10. Estimated Number and Percentage of Students in the Class of 2013[1] Passing the CAHSEE Mathematics Test Through May 2013, Including Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	434,704	62,387	23,387	26,958	12,042	458,091	26,958	94.4%
Females	216,480	28,164	11,601	11,784	4,779	228,081	11,784	95.1%
Males	218,224	34,223	11,786	15,174	7,263	230,010	15,174	93.8%
American Indian or Alaska Native	3,163	581	216	244	121	3,379	244	93.3%
Asian	42,809	1,942	1,285	463	194	44,094	463	99.0%
Pacific Islander	2,760	407	174	183	50	2,934	183	94.1%
Filipino	13,822	682	372	229	81	14,194	229	98.4%
Hispanic or Latino	204,498	37,286	13,254	16,934	7,098	217,752	16,934	92.8%
African American or Black	26,239	8,108	2,601	3,940	1,567	28,840	3,940	88.0%
White, non-Hispanic	131,201	10,470	4,451	3,781	2,238	135,652	3,781	97.3%
Multiple Races	10,212	2,911	1,034	1,184	693	11,246	1,184	90.5%
Economically Disadvantaged	214,559	40,952	14,046	18,832	8,074	228,605	18,832	92.4%
English Learner	47,426	21,146	7,299	9,844	4,003	54,725	9,844	84.8%
Reclassified Fluent English	96,845	4,035	2,171	1,349	515	99,016	1,349	98.7%
Students with Disabilities	21,495	23,116	4,015	13,661	5,440	25,510	13,661	65.1%

[1] Current grade twelve students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade twelve students who tested as grade ten students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade eleven students last year. Students in with disabilities are ***included*** in all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.11 provides a comparison of CAHSEE passing rates for this year's grade twelve students to passing rates for grade twelve students in the classes of 2006 through 2012 as of May of their senior year. The overall passing rate for general education students has increased by more than four percentage points since 2006. Passing rates have increased by more than eight percentage points over the past seven years for Hispanic and African American students and over seven percentage points for economically disadvantaged students. Passing rates increased by about six percentage points for English learners and students with disabilities. The current exemption for students with disabilities may have affected their decision to continue to try to pass the CAHSEE, explaining the dip in passing rates for these students in the current year. Figure 2.1 illustrates the trends in cumulative grade twelve passing rates for selected demographic groups.

Table 2.11. Comparison of Estimated Percentage of Students Meeting the CAHSEE Requirement for the Classes of 2006 Through 2013 Through December of Their Senior Year, Excluding Students with Disabilities[1]

Group[1]	Passed Both Parts of the CAHSEE							
	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
All Students	91.2%	93.3%	93.6%	93.4%	94.4%	94.2%	95.0%	95.5%
Females	91.6%	93.6%	94.1%	93.9%	94.8%	94.7%	95.5%	96.0%
Males	90.7%	92.9%	93.2%	92.9%	93.9%	93.7%	94.6%	95.1%
American Indian or Alaska Native	--[2]	--[2]	93.6%	94.6%	95.4%	94.8%	97.2%	95.5%
Asian	95.3%	96.3%	96.5%	96.2%	97.4%	97.1%	97.8%	97.8%
Pacific Islander	--[2]	--[2]	--[2]	93.1%	95.3%	93.6%	95.2%	94.2%
Filipino	--[2]	--[2]	--[2]	97.2%	98.1%	97.9%	98.4%	98.5%
Hispanic or Latino	85.5%	88.6%	89.9%	89.9%	91.4%	91.7%	93.1%	93.8%
African American or Black	83.7%	88.4%	87.2%	87.5%	89.6%	89.6%	91.9%	91.8%
White, non-Hispanic	97.3%	98.4%	98.2%	97.9%	98.1%	98.2%	98.6%	98.5%
Multiple Races[3]	--[3]	--[3]	--[3]	--[3]	--[3]	--[3]	--[3]	92.4%
Economically Disadvantaged	85.7%	88.3%	89.8%	89.5%	91.3%	91.4%	92.8%	93.5%
English Learner	76.0%	77.1%	78.6%	78.4%	81.0%	80.3%	81.7%	82.2%
Reclassified Fluent English	--[2]	--[2]	--[2]	98.1%	98.5%	98.6%	98.9%	98.9%
Students with Disabilities[4]	47.8%	48.8%	54.5%	56.6%	53.3%	56.3%	55.5%	53.6%

1 Note grade twelve students who also tested as grade twelve students in the previous year are ***excluded*** from this table.

2 Results for Pacific Islanders and Filipinos and for students reclassified as fluent English proficient were not analyzed separately prior to 2009.

3 The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. Passing rates could not be computed for some classes because multiple race students were not identified among those passing as grade ten students prior to 2010.

4 Students with disabilities in the Classes of 2008 and 2009 were required to pass the CAHSEE to receive a diploma. An exemption was available to students with disabilities in 2006, 2007, and now again in 2010 through 2013. Students in with disabilities are excluded from all rows of this table except the last.

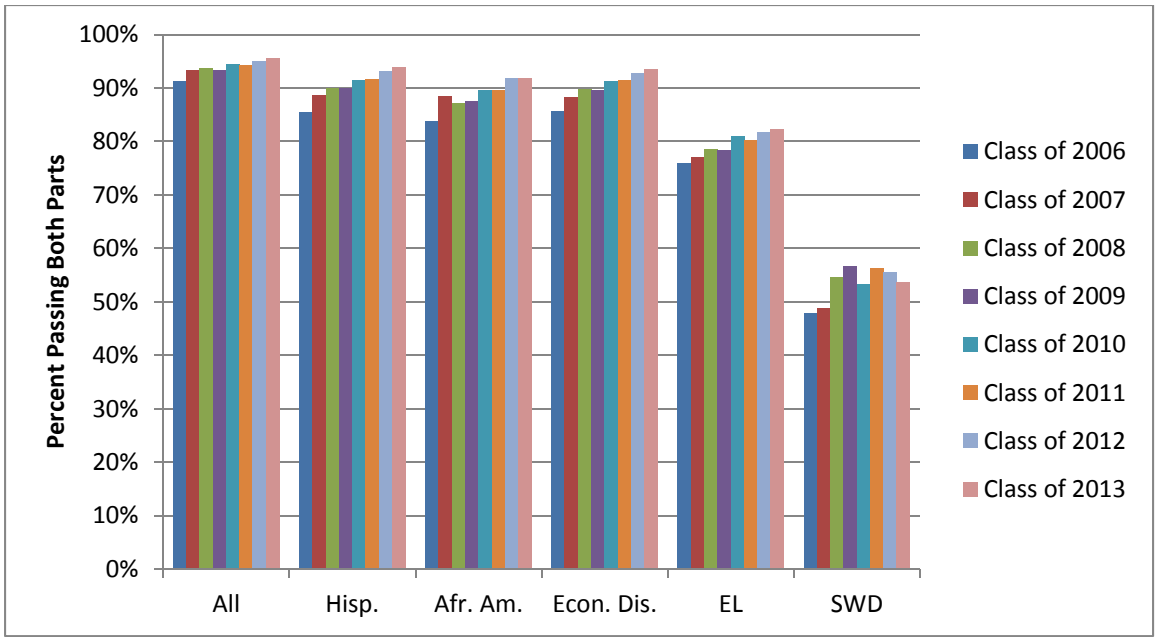


Figure 2.1. Trends in cumulative grade twelve passing rates for selected groups.

Figure 2.2 shows trends in differences in passing rates for selected demographic groups. Since 2006, there has been a modest reduction in passing rate gaps for Hispanic, African American, and economically disadvantaged students. The gap for English learners has remained constant and the gap for SWD has fluctuated considerably, but not shown significant improvement over time.

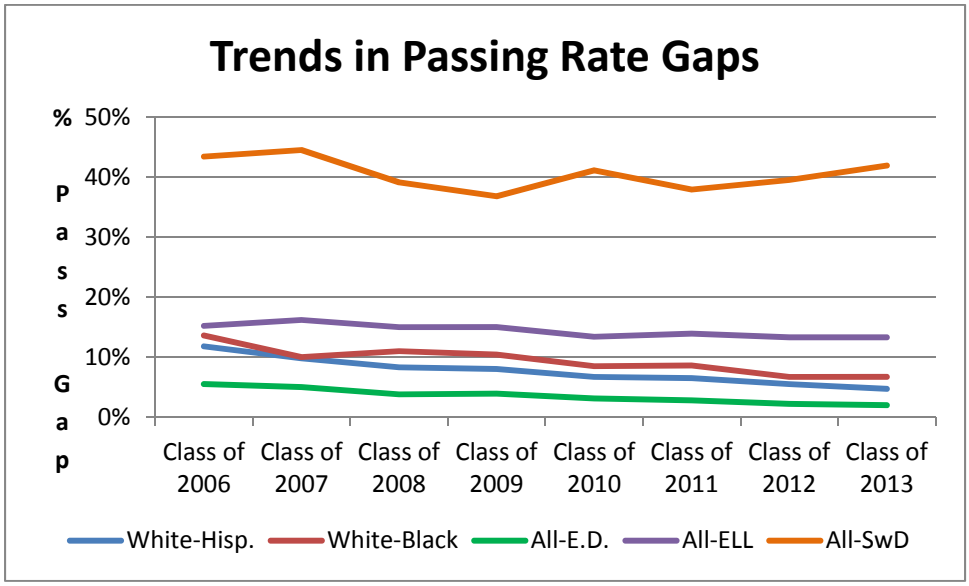


Figure 2.2. Trends in grade twelve passing rate gaps for selected groups.

Class of 2014 — Improvement for Students Who Retested in Grade Eleven

Tables 2.12 through 2.17 show cumulative passing rates for students in the Class of 2014 (this year's grade eleven students). In the primary tables, students with disabilities are excluded from all rows. To avoid duplication, students who had been seniors in 2006, 2007, 2008, 2009, 2010, 2011, or 2012 were excluded from the counts in Tables 2.12 through 2.17. We also provide an alternative to each table where students with disabilities are included in all rows, allowing for direct comparison to prior-year's results in some cases.

Table 2.12. Estimated Number and Percentage of Students in the Class of 2014[1] Passing Both CAHSEE Tests Through May 2013, Excluding Students with Disabilities

	By May 2012		July 2012–May 2013			Cumulative Total		
Group	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	347,489	98,906	45,666	40,917	12,323	393,155	40,917	90.6%
Females	179,525	46,191	21,769	18,991	5,431	201,294	18,991	91.4%
Males	167,964	52,715	23,897	21,926	6,892	191,861	21,926	89.7%
American Indian or Alaska Native	2,343	818	373	297	148	2,716	297	90.1%
Asian	37,527	4,537	2,220	1,916	401	39,747	1,916	95.4%
Pacific Islander	1,962	718	330	317	71	2,292	317	87.8%
Filipino	12,084	1,568	922	533	113	13,006	533	96.1%
Hispanic or Latino	158,740	62,668	27,436	27,776	7,456	186,176	27,776	87.0%
African American or Black	18,352	9,915	3,947	4,531	1,437	22,299	4,531	83.1%
White, non-Hispanic	107,709	15,400	8,792	4,431	2,177	116,501	4,431	96.3%
Multiple Races	8,772	3,282	1,646	1,116	520	10,418	1,116	90.3%
Economically Disadvantaged	167,812	66,353	28,125	29,903	8,325	195,937	29,903	86.8%
English Learner	20,591	32,705	10,735	18,125	3,845	31,326	18,125	63.3%
Reclassified Fluent English	94,168	13,685	8,842	3,722	1,121	103,010	3,722	96.5%

[1] Current grade eleven students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade eleven students who tested as grade eleven students last year have been moved into counts for the Class of 2014 and are included here along with students who tested as grade ten students last year. Students with disabilities are ***excluded*** from all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.13. Estimated Number and Percentage of Students in the Class of 2014[1] Passing Both CAHSEE Tests Through May 2013, Including Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	361,413	141,318	52,039	68,059	21,220	413,452	68,059	85.9%
Females	184,212	61,168	24,022	28,675	8,471	208,234	28,675	87.9%
Males	177,201	80,150	28,017	39,384	12,749	205,218	39,384	83.9%
American Indian or Alaska Native	2,475	1,242	425	554	263	2,900	554	84.0%
Asian	38,520	6,025	2,544	2,689	792	41,064	2,689	93.9%
Pacific Islander	2,008	917	365	419	133	2,373	419	85.0%
Filipino	12,310	2,066	1,017	781	268	13,327	781	94.5%
Hispanic or Latino	164,534	86,957	30,891	44,165	11,901	195,425	44,165	81.6%
African American or Black	19,075	14,914	4,437	7,953	2,524	23,512	7,953	74.7%
White, non-Hispanic	113,357	24,590	10,525	9,509	4,556	123,882	9,509	92.9%
Multiple Races	9,134	4,607	1,835	1,989	783	10,969	1,989	84.7%
Economically Disadvantaged	174,259	94,078	31,780	48,291	14,007	206,039	48,291	81.0%
English Learner	23,384	48,127	12,860	28,711	6,556	36,244	28,711	55.8%
Reclassified Fluent English	95,698	15,972	9,455	5,008	1,509	105,153	5,008	95.5%
SWD	13,924	42,412	6,373	27,142	8,897	20,297	27,142	42.8%

[1] Current grade eleven students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade eleven students who tested as grade eleven students last year have been moved into counts for the Class of 2014 and are included here along with students who tested as grade ten students last year. Students with disabilities are ***included*** in all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Nearly 87,000 general education students and nearly 34,000 students with disabilities in the Class of 2014 took the CAHSEE one or more times this year. Approximately 53 percent of the general education students and about 19 percent of the students with disabilities who took the CAHSEE this year completed their CAHSEE requirement. This leaves nearly 41,000 general education students and more than 27,000 students with disabilities in the Class of 2014 who are continuing to try to meet the CAHSEE requirement, but have not yet done so.

Table 2.14. Estimated Number and Percentage of Students in the Class of 2014[1] Passing the CAHSEE ELA Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	367,998	76,182	38,799	27,275	10,108	406,797	27,275	93.7%
Females	191,988	32,502	17,278	11,019	4,205	209,266	11,019	95.0%
Males	176,010	43,680	21,521	16,256	5,903	197,531	16,256	92.4%
American Indian or Alaska Native	2,516	624	320	177	127	2,836	177	94.1%
Asian	37,914	4,115	2,029	1,720	366	39,943	1,720	95.9%
Pacific Islander	2,104	566	278	227	61	2,382	227	91.3%
Filipino	12,369	1,267	792	378	97	13,161	378	97.2%
Hispanic or Latino	171,988	48,102	23,210	18,754	6,138	195,198	18,754	91.2%
African American or Black	20,724	7,254	3,359	2,747	1,148	24,083	2,747	89.8%
White, non-Hispanic	110,918	11,772	7,410	2,604	1,758	118,328	2,604	97.8%
Multiple Races	9,465	2,482	1,401	668	413	10,866	668	94.2%
Economically Disadvantaged	181,255	51,405	24,016	20,569	6,820	205,271	20,569	90.9%
English Learner	24,395	28,505	10,467	14,589	3,449	34,862	14,589	70.5%
Reclassified Fluent English	98,812	8,708	6,303	1,617	788	105,115	1,617	98.5%

[1] Current grade eleven students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade eleven students who tested as grade eleven students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade ten students last year. Students with disabilities are ***excluded*** from all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.15. Estimated Number and Percentage of Students in the Class of 2014[1] Passing the CAHSEE ELA Test Through May 2013, Including Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	386,366	113,244	46,212	48,933	18,099	432,578	48,933	89.8%
Females	198,815	44,973	19,824	18,270	6,879	218,639	18,270	92.3%
Males	187,551	68,271	26,388	30,663	11,220	213,939	30,663	87.5%
American Indian or Alaska Native	2,691	997	393	370	234	3,084	370	89.3%
Asian	38,963	5,522	2,376	2,414	732	41,339	2,414	94.5%
Pacific Islander	2,164	745	316	312	117	2,480	312	88.8%
Filipino	12,641	1,704	883	584	237	13,524	584	95.9%
Hispanic or Latino	179,999	69,849	27,277	32,314	10,258	207,276	32,314	86.5%
African American or Black	21,948	11,656	4,016	5,501	2,139	25,964	5,501	82.5%
White, non-Hispanic	117,968	19,179	9,315	6,108	3,756	127,283	6,108	95.4%
Multiple Races	9,992	3,592	1,636	1,330	626	11,628	1,330	89.7%
Economically Disadvantaged	190,079	76,347	28,385	35,866	12,096	218,464	35,866	85.9%
English Learner	27,959	43,064	12,919	24,077	6,068	40,878	24,077	62.9%
Reclassified Fluent English	100,852	10,407	6,909	2,400	1,098	107,761	2,400	97.8%
Students with Disabilities	18,368	37,062	7,413	21,658	7,991	25,781	21,658	54.3%

[1] Current grade eleven students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade eleven students who tested as grade eleven students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade ten students last year. Students with disabilities are ***included*** in all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.16. Estimated Number and Percentage of Students in the Class of 2014[1] Passing the CAHSEE Mathematics Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	368,502	76,129	37,605	27,965	10,559	406,107	27,965	93.6%
Females	187,239	37,806	18,988	14,058	4,760	206,227	14,058	93.6%
Males	181,263	38,323	18,617	13,907	5,799	199,880	13,907	93.5%
American Indian or Alaska Native	2,503	644	290	220	134	2,793	220	92.7%
Asian	39,250	2,684	1,826	587	271	41,076	587	98.6%
Pacific Islander	2,117	548	295	197	56	2,412	197	92.4%
Filipino	12,454	1,181	762	323	96	13,216	323	97.6%
Hispanic or Latino	172,662	47,671	22,150	19,140	6,381	194,812	19,140	91.1%
African American or Black	19,799	8,318	3,482	3,549	1,287	23,281	3,549	86.8%
White, non-Hispanic	110,449	12,370	7,370	3,113	1,887	117,819	3,113	97.4%
Multiple Races	9,268	2,713	1,430	836	447	10,698	836	92.8%
Economically Disadvantaged	183,159	49,787	22,544	20,137	7,106	205,703	20,137	91.1%
English Learner	29,609	22,987	9,138	10,704	3,145	38,747	10,704	78.4%
Reclassified Fluent English	97,803	9,864	6,256	2,673	935	104,059	2,673	97.5%

[1] Current grade eleven students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade eleven students who tested as grade eleven students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade ten students last year. Students with disabilities are ***excluded*** from all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.17. Estimated Number and Percentage of Students in the Class of 2014[1] Passing the CAHSEE Mathematics Test Through May 2013, Including Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	387,838	112,710	44,305	49,368	19,037	432,143	49,368	89.7%
Females	193,481	51,097	21,451	21,977	7,669	214,932	21,977	90.7%
Males	194,357	61,613	22,854	27,391	11,368	217,211	27,391	88.8%
American Indian or Alaska Native	2,676	1,024	347	431	246	3,023	431	87.5%
Asian	40,651	3,730	2,150	952	628	42,801	952	97.8%
Pacific Islander	2,196	710	322	274	114	2,518	274	90.2%
Filipino	12,759	1,592	846	503	243	13,605	503	96.4%
Hispanic or Latino	181,685	68,509	26,010	31,895	10,604	207,695	31,895	86.7%
African American or Black	20,878	12,940	4,034	6,553	2,353	24,912	6,553	79.2%
White, non-Hispanic	117,222	20,316	8,962	7,207	4,147	126,184	7,207	94.6%
Multiple Races	9,771	3,889	1,634	1,553	702	11,405	1,553	88.0%
Economically Disadvantaged	193,134	73,716	26,620	34,576	12,520	219,754	34,576	86.4%
English Learner	34,846	35,813	11,702	18,407	5,704	46,548	18,407	71.7%
Reclassified Fluent English	99,760	11,700	6,746	3,655	1,299	106,506	3,655	96.7%
Students with Disabilities	19,336	36,581	6,700	21,403	8,478	26,036	21,403	54.9%

[1] Current grade eleven students who also tested as grade twelve students in 2005–06 (Class of 2006), 2006–07 (Class of 2007), 2007–08 (Class of 2008), 2008–09 (Class of 2009), 2009–10 (Class of 2010), 2010–11 (Class of 2011), or 2011–12 (Class of 2012) are ***excluded*** from this table. Current grade eleven students who tested as grade eleven students last year have been moved into counts for the Class of 2013 and are included here along with students who tested as grade ten students last year. Students with disabilities are ***included*** in all rows.

[2] Students who have not passed and did not continue to try to pass this year have been dropped from the cumulative totals.

Table 2.18 provides a comparison of passing rates for this year's grade eleven students (Class of 2014) with students in the Classes of 2012 and 2013 at this same point in grade eleven. Figures 2.3 and 2.4 show these results graphically. The passing rate for mathematics has decreased slightly so far this year while the passing rate for ELA increased slightly. The overall passing rates remained essentially unchanged compared to a year ago. Note, however, that the overall passing rate decreased by more than a percentage point for American Indian/Alaska Native, Pacific Islander, and African American students.

Table 2.18. Comparison of Estimated Passing Rates for the Classes of 2012 Through 2014 Through May of their Junior Year, Including Students with Disabilities[1]

Group	Passed ELA			Passed Mathematics			Passed Both		
	Class of 2012	Class of 2013	Class of 2014	Class of 2012	Class of 2013	Class of 2014	Class of 2012	Class of 2013	Class of 2014
All Students	89.1%	89.6%	89.8%	88.3%	89.9%	89.7%	84.3%	85.8%	85.9%
Females	91.5%	92.1%	92.3%	89.2%	90.7%	90.7%	86.3%	87.9%	87.9%
Males	86.7%	87.2%	87.5%	87.4%	89.0%	88.8%	82.4%	83.8%	83.9%
American Indian or Alaska Native	90.9%	90.6%	89.3%	88.9%	88.9%	87.5%	85.7%	85.4%	84.0%
Asian	94.5%	94.5%	94.5%	97.3%	97.9%	97.8%	93.6%	93.9%	93.9%
Pacific Islander	89.7%	90.0%	88.8%	88.7%	90.8%	90.2%	85.2%	86.9%	85.0%
Filipino	95.8%	96.0%	95.9%	95.8%	96.7%	96.4%	94.1%	94.7%	94.5%
Hispanic or Latino	85.1%	86.1%	86.5%	84.5%	86.7%	86.7%	79.0%	81.3%	81.6%
African American	82.8%	83.2%	82.5%	77.9%	80.6%	79.2%	74.1%	76.0%	74.7%
White, non-Hispanic	95.4%	95.3%	95.4%	94.3%	94.9%	94.6%	92.5%	93.0%	92.9%
Multiple Races	--[3]	83.7%	89.7%	--[3]	82.2%	88.0%	--[3]	76.7%	84.7%
Economically Disadvantaged	84.5%	85.2%	85.9%	84.2%	86.2%	86.4%	78.6%	80.4%	81.0%
English Learner	63.2%	63.3%	62.9%	69.9%	72.2%	71.7%	54.7%	56.1%	55.8%
Reclassified Fluent English	97.9%	97.9%	97.8%	96.2%	97.1%	96.7%	95.1%	95.9%	95.5%
Students with Disabilities	55.5%	50.5%	54.3%	53.1%	52.2%	54.9%	43.1%	38.6%	42.8%

[1] Students who also tested as grade twelve in previous years are *excluded* from this table. Students with disabilities are included in each demographic category as appropriate and in results for all students.

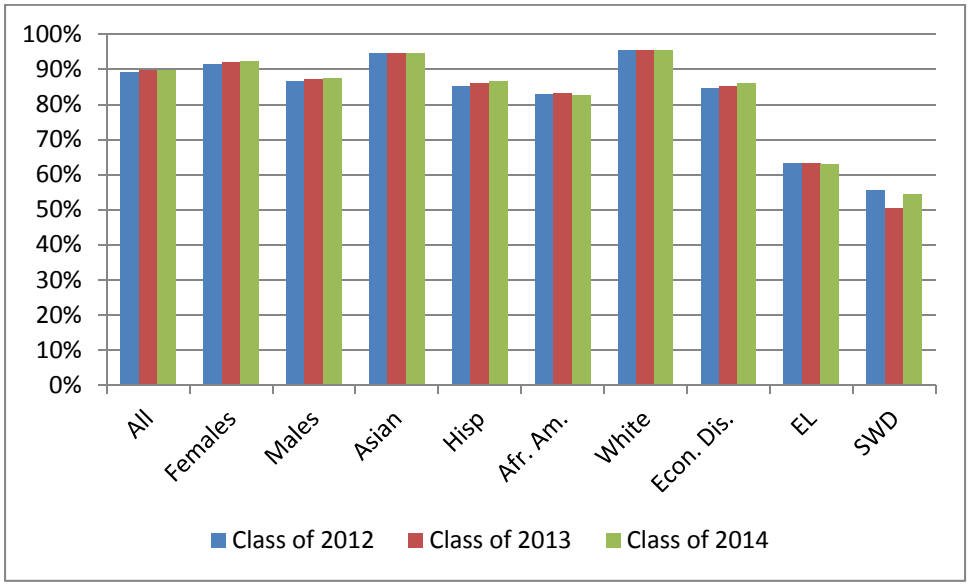


Figure 2.3. Trends in cumulative grade eleven ELA passing rates for selected groups.

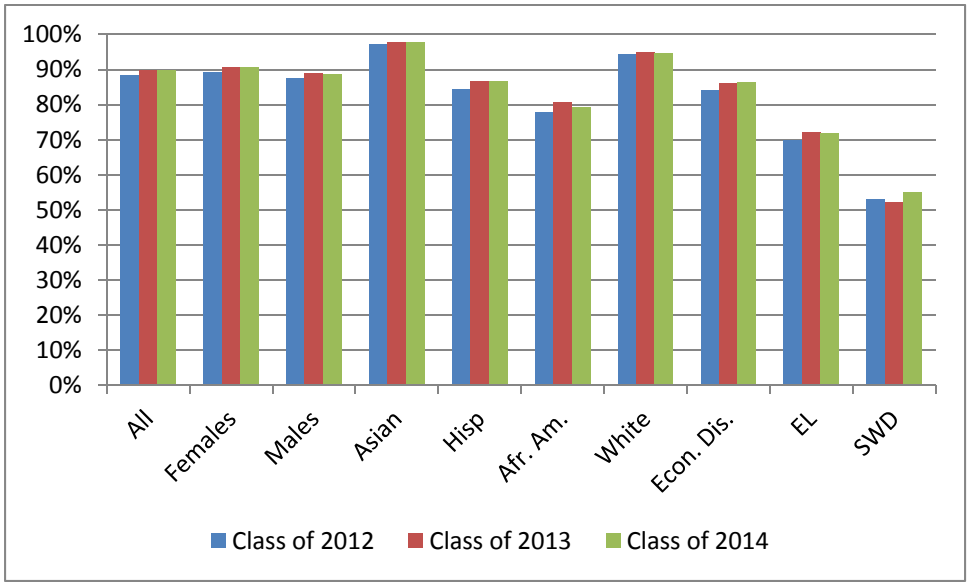


Figure 2.4. Trends in cumulative grade eleven mathematics passing rates for selected groups.

Initial Results for the Class of 2015

Tables 2.19 through 2.21 show cumulative passing rates for students in the Class of 2015 − this year's grade ten students. Grade ten students with disabilities are required to take the CAHSEE and are included in all rows. A small number of students who tested as grade ten students this year also tested last year as grade ten students. Some of these students passed one part of the CAHSEE previously.

Table 2.19. Estimated Number and Percentage of Students in the Class of 2015 Passing Both CAHSEE Tests through May 2013, Including Students with Disabilities

	By May 2012[1]		July 2012—May 2013			Cumulative Total		
Group	Passed	Not Yet Passed	Passed	Not Passed	Not Tested[2]	Passed	Not Yet Passed	Percent Pass
All Students	3,406	475,313	356,995	108,168	10,150	360,401	118,318	75.3%
Females	1,538	232,484	181,387	46,901	4,196	182,925	51,097	78.2%
Males	1,868	242,829	175,608	61,267	5,954	177,476	67,221	72.5%
American Indian or Alaska Native	25	3,375	2,307	936	132	2,332	1,068	68.6%
Asian	58	42,355	37,706	4,223	426	37,764	4,649	89.0%
Pacific Islander	18	2,709	1,974	682	53	1,992	735	73.0%
Filipino	29	13,930	12,318	1,438	174	12,347	1,612	88.5%
Hispanic or Latino	2,418	242,196	165,957	70,833	5,406	168,375	76,239	68.8%
African American or Black	281	30,719	18,373	11,205	1,141	18,654	12,346	60.2%
White, non-Hispanic	482	126,103	107,527	16,109	2,467	108,009	18,576	85.3%
Multiple Races[2]	95	13,926	10,833	2,742	351	10,928	3,093	77.9%
Economically Disadvantaged	2,616	264,227	177,252	80,532	6,443	179,868	86,975	67.4%
English Learner	303	61,984	19,412	40,009	2,563	19,715	42,572	31.7%
Reclassified Fluent English	1,080	111,236	97,492	12,855	889	98,572	13,744	87.8%
Students with Disabilities	98	54,087	14,234	34,975	4,878	14,332	39,853	26.5%

[1] Students who were in grade ten in 2011–12 may have passed one or both CAHSEE tests in prior years. Grade ten students who did not yet test this year are not included in counts of students who have not passed.

[2] Students whose answer documents were blank are included in the "Not Tested" totals.

Nearly 357,000 grade ten students have passed both parts of the CAHSEE so far this year. An additional 108,168 students participated in the February through May 2013 CAHSEE administrations but have not yet passed both parts. Another 10,150 students identified as being in grade 10 did not test this year.

Table 2.20. Estimated Number and Percentage of Students in the Class of 2015 Passing the CAHSEE ELA Test Through May 2013, Including Students with Disabilities

Group	By May 2012[1]		July 2012—May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested[2]	Passed	Not Yet Passed	Percent Pass
All Students	4,654	474,065	382,903	81,063	10,099	387,557	91,162	81.0%
Females	2,216	231,806	196,134	31,499	4,173	198,350	35,672	84.8%
Males	2,438	242,259	186,769	49,564	5,926	189,207	55,490	77.3%
American Indian or Alaska Native	37	3,363	2,530	701	132	2,567	833	75.5%
Asian	66	42,347	38,155	3,766	426	38,221	4,192	90.1%
Pacific Islander	24	2,703	2,129	521	53	2,153	574	79.0%
Filipino	42	13,917	12,608	1,136	173	12,650	1,309	90.6%
Hispanic or Latino	3,284	241,330	182,243	53,710	5,377	185,527	59,087	75.8%
African American or Black	435	30,565	21,201	8,232	1,132	21,636	9,364	69.8%
White, non-Hispanic	620	125,965	112,425	11,083	2,457	113,045	13,540	89.3%
Multiple Races[2]	146	13,875	11,612	1,914	349	11,758	2,263	83.9%
Economically Disadvantaged	3,553	263,290	194,918	61,959	6,413	198,471	68,372	74.4%
English Learner	527	61,760	24,350	34,855	2,555	24,877	37,410	39.9%
Reclassified Fluent English	1,374	110,942	102,536	7,522	884	103,910	8,406	92.5%
Students with Disabilities	234	53,951	19,319	29,759	4,873	19,553	34,632	36.1%

[1] Students who were in grade ten in 2011–12 may have passed one or both CAHSEE tests in prior years. Grade ten students who did not yet test this year are not included in counts of students who have not passed.

[2] Students whose answer documents were blank are included in the "Not Tested" totals.

Table 2.21. Estimated Number and Percentage of Students in the Class of 2015 Passing the CAHSEE Mathematics Tests Through May 2013, Including Students with Disabilities

Group	By May 2012[1]		July 2012—May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested[2]	Passed	Not Yet Passed	Percent Pass
All Students	4,255	474,464	385,324	79,020	10,120	389,579	89,140	81.4%
Females	1,801	232,221	191,656	36,378	4,187	193,457	40,565	82.7%
Males	2,454	242,243	193,668	42,642	5,933	196,122	48,575	80.1%
American Indian or Alaska Native	29	3,371	2,529	710	132	2,558	842	75.2%
Asian	90	42,323	40,099	1,798	426	40,189	2,224	94.8%
Pacific Islander	19	2,708	2,190	465	53	2,209	518	81.0%
Filipino	42	13,917	12,835	908	174	12,877	1,082	92.2%
Hispanic or Latino	3,067	241,547	184,170	51,993	5,384	187,237	57,377	76.5%
African American or Black	340	30,660	20,367	9,154	1,139	20,707	10,293	66.8%
White, non-Hispanic	555	126,030	111,678	11,890	2,462	112,233	14,352	88.7%
Multiple Races	113	13,908	11,456	2,102	350	11,569	2,452	82.5%
Economically Disadvantaged	3,285	263,558	198,433	58,698	6,427	201,718	65,125	75.6%
English Learner	601	61,686	31,360	27,773	2,553	31,961	30,326	51.3%
Reclassified Fluent English	1,280	111,036	101,542	8,608	886	102,822	9,494	91.5%
Students with Disabilities	191	53,994	20,417	28,702	4,875	20,608	33,577	38.0%

[1] Students who were in grade ten in 2011–12 may have passed one or both CAHSEE tests in prior years. Grade ten students who did not yet test this year are not included in counts of students who have not passed.

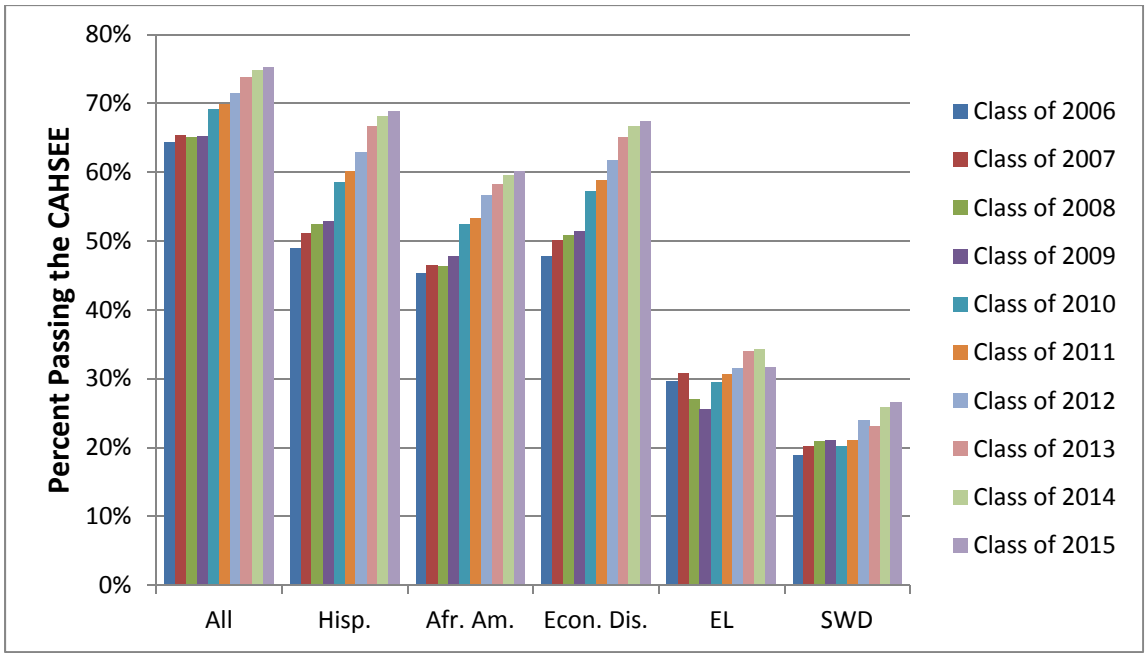
[2] Students whose answer documents were blank are included in the "Not Tested" totals.

Table 2.22 shows a comparison of CAHSEE passing rates from the census testing of grade ten students for the high school classes of 2006 through 2015. Passing rates increased each year. Initial passing rates for the Class of 2015 are within a percentage point of the passing rates for the Class of 2014 except for English learners, where the passing rate declined by 2.6 percentage points this year. Overall increases in passing rates are shown in Figure 2.5.

Table 2.22. Comparison of Estimated Percentage of Students Meeting the CAHSEE Requirement for the Classes of 2006 Through 2015 Through May of their Grade Ten Year, Including Students with Disabilities

Group	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
All Students	64.3%	65.4%	65.1%	65.2%	69.2%	69.9%	71.5%	73.8%	74.8%	75.3%
Females	67.1%	68.1%	67.9%	68.0%	71.8%	72.4%	74.2%	76.6%	77.9%	78.2%
Males	61.7%	62.8%	62.4%	62.5%	66.8%	67.4%	68.9%	71.2%	71.9%	72.5%
American Indian or Alaska Native	59.9%	59.6%	61.0%	61.6%	66.0%	64.8%	68.6%	67.4%	69.1%	68.6%
Asian	81.5%	82.5%	82.5%	83.2%	85.8%	86.1%	88.0%	88.5%	89.3%	89.0%
Pacific Islander	60.4%	63.4%	62.9%	63.3%	69.7%	68.9%	70.0%	73.2%	73.3%	73.0%
Filipino	80.8%	81.3%	81.3%	82.4%	84.5%	85.1%	86.7%	87.6%	88.4%	88.5%
Hispanic or Latino	49.0%	51.1%	52.4%	52.9%	58.5%	60.1%	62.9%	66.6%	68.1%	68.8%
African American or Black	45.3%	46.4%	46.3%	47.8%	52.5%	53.3%	56.6%	58.3%	59.5%	60.2%
White, non-Hispanic	80.7%	81.4%	80.5%	80.5%	83.4%	83.2%	83.5%	84.6%	84.9%	85.3%
Multiple Races[1]	--[1]	--[1]	--[1]	--[1]	--[1]	--[1]	--[1]	73.8%	76.4%	77.9%
Economically Disadvantaged	47.7%	50.1%	50.8%	51.4%	57.2%	58.8%	61.8%	65.0%	66.6%	67.4%
English Learner	29.6%	30.8%	27.0%	25.6%	29.5%	30.6%	31.5%	34.0%	34.3%	31.7%
Reclassified Fluent English	76.3%	78.6%	78.1%	77.9%	83.3%	84.1%	85.5%	87.5%	88.2%	87.8%
Students with Disabilities	18.8%	20.2%	20.9%	21.1%	20.2%	21.1%	23.9%	23.1%	25.9%	26.5%

[1] The "Multiple Races" category was added in 2010-11 year. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year test records.



Note: EL = English Learner, SWD = students with disabilities

Figure 2.5. Trends in overall grade ten passing rates for selected groups.

Analysis of Grade Ten Results by Mathematics Courses Taken

From the outset, the level of mathematics achievement required for high school graduation has been a key policy issue. When the CAHSEE requirement was established in 1999, students were not required to take Algebra I to earn a diploma in many districts, so including Algebra questions on the CAHSEE mathematics test reflected recognition of the importance of higher mathematics for success after high school. Shortly thereafter, a statewide requirement that students take Algebra was enacted in further recognition of the importance of mathematics skills.

As in prior years, we analyzed passing rates on the mathematics part of the CAHSEE for students who had completed varying levels of high school mathematics courses. Table 2.23 shows the distribution of the highest level of mathematics courses completed by the end of grade ten for students in the Class of 2015 compared to students in the classes of 2007 through 2014. Over the past nine years, the proportion of students taking higher levels of mathematics courses by grade ten has increased. Changes from 2012 to 2013 were slight.

Table 2.23. Distribution of Grade Ten Students by Highest Mathematics Course Taken

	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
General Math	2.0%	1.9%	0.9%	0.0%	1.2%	1.1%	1.0%	0.9%	0.8%
Pre-Algebra	9.9%	11.7%	3.1%	2.2%	8.7%	8.3%	8.2%	7.8%	7.3%
Algebra I	24.9%	18.9%	28.3%	27.7%	18.3%	17.2%	16.8%	16.2%	16.2%
Geometry	31.7%	34.3%	33.6%	36.9%	38.5%	38.6%	37.4%	36.6%	36.3%
Algebra II	17.9%	20.4%	21.3%	23.4%	25.4%	26.3%	27.6%	29.2%	30.7%
Advanced Math	2.5%	2.7%	2.8%	3.1%	3.4%	3.8%	4.1%	4.8%	4.9%
None/Missing	10.1%	10.3%	10.0%	6.6%	4.6%	4.6%	4.6%	4.6%	4.8%
No. of Students	470,891	502,874	502,501	474,351	458,777	461,663	461,716	454,874	449,648

* Note: Column percentages may not add to 100 percent due to rounding.

Table 2.24 shows the percentage of students in key demographic groups who have taken courses beyond Algebra I (meets expectation at grade ten) when students with missing information are excluded. Students following the expected curriculum would be taking at least geometry by grade ten. Students who took Algebra I in grade eight could be taking Algebra II in grade ten. More than two-thirds of the grade ten students had taken or were taking mathematics courses beyond Algebra I. Nearly 90 percent of Asian students were taking courses beyond Algebra I. The percentage of students with disabilities taking courses beyond Algebra I increased very significantly from 33 percent for the Class of 2008 to 45 percent for the Class of 2015; however, their rate is still low compared to students in other demographic groups.

For all groups except Asian students, the percentage taking courses beyond Algebra I continued to increase last year as shown in Table 2.24. The percentage of Asian students taking courses beyond Algebra I, already quite high, remained unchanged. However, the percentage of economically disadvantaged, Hispanic, and African American students taking courses beyond Algebra I continued to lag behind that of white, Asian, and Filipino students. For example, the percentage of grade ten Class of 2015 African-American students taking courses beyond Algebra I in 2012–13 (70 percent) was nearly 10 points less than the percentage of white students and more than 20 points lower than the percentage of Asian students taking courses beyond Algebra I this year.

Table 2.24. Trends in Mathematics Courses Taken by Demographic Group

Group[1]	Percentage of Grade Ten Students Taking Mathematics Courses Beyond Algebra I							
	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
All Students	64.0%	64.2%	68.0%	70.4%	72.0%	72.6%	74.0%	75.5%
Females	67.1%	67.6%	71.1%	73.3%	74.8%	75.4%	76.9%	78.3%
Males	61.0%	60.9%	65.0%	67.6%	69.2%	69.9%	61.1%	72.8%
Native American	--[2]	50.1%	55.6%	57.0%	61.4%	60.9%	63.5%	65.1%
Asian	85.1%	85.0%	87.9%	88.9%	89.4%	89.7%	91.0%	91.0%
Pacific Islander	--[2]	62.0%	67.5%	70.7%	70.2%	72.8%	74.5%	76.1%
Filipino	--[2]	79.7%	82.1%	84.4%	85.1%	85.9%	87.2%	87.9%
Hispanic	56.3%	56.3%	60.8%	64.1%	66.4%	67.4%	68.7%	70.7%
African American	58.4%	59.2%	63.4%	64.9%	66.6%	66.8%	68.3%	70.3%
White (not Hispanic)	68.8%	69.3%	72.5%	74.6%	76.0%	76.7%	77.9%	79.6%
Econ. Disadvantaged	57.2%	57.3%	61.7%	64.6%	66.6%	67.1%	68.6%	70.6%
English Learners	46.1%	43.3%	48.3%	52.3%	53.5%	53.5%	54.7%	54.8%
Reclassified Fluent	--[2]	76.7%	78.7%	80.5%	81.7%	81.6%	82.3%	82.6%
Students with Disabilities	33.3%	31.7%	33.9%	36.8%	41.7%	41.9%	44.2%	46.6%

[1] Students whose highest mathematics course was unknown were excluded from this table.
[2] Students in a few specific demographic groups were not analyzed separately prior to 2009.

Table 2.25 shows the CAHSEE mathematics passing rates for students at each course level. Passing rates increased for the Class of 2015 at all levels except Geometry and are higher at all levels compared to the Class of 2007. Not only are more students taking higher level mathematics courses, but CAHSEE passing rates have increased for students at each level.

Table 2.25. Grade Ten CAHSEE Mathematics Passing Rates by Class and Highest Mathematics Course Taken

Highest Math Course Taken	Percent Passing CAHSEE Mathematics in Grade Ten								
	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Algebra I	57.5%	53.5%	59.0%	61.1%	58.3%	59.0%	61.1%	61.5%	61.7%
Geometry	85.2%	81.3%	84.2%	85.3%	84.9%	85.0%	86.7%	87.1%	86.8%
Algebra II	96.0%	91.9%	95.4%	96.0%	98.8%	96.0%	96.2%	96.3%	96.5%
Advanced Math	99.5%	96.4%	98.9%	99.2%	99.7%	98.6%	99.1%	98.9%	99.2%
None/Missing	41.2%	49.0%	35.4%	48.9%	64.6%	64.9%	67.4%	69.1%	70.4%
No. of Students	470,891	502,874	502,501	474,351	458,777	461,663	461,716	454,874	449,648

Analysis of Students Who Do Not Continue to Try to Pass the CAHSEE

As noted in Table 2.6 above, more than 15,000 Class of 2013 students who had not passed the CAHSEE by May 2012 did not participate in any of the 2012–13 CAHSEE administrations. More than 6,500 of these were students with disabilities who were not required to pass the CAHSEE. Others may have transferred to a private school or out of state. Others dropped out of school altogether. A few others may actually have been tested, but coding errors in their data records prevented matching their new records to their records from prior years. We conducted further analyses of the characteristics of students who did not continue to try to pass the CAHSEE.

Table 2.26 shows a comparison of students in key demographic categories who did and did not continue to try to pass the CAHSEE. Grade eleven students who had not passed both parts of the CAHSEE by May 2012 were divided into three groups: (a) those who had passed the ELA test, (b) those who had passed the mathematics test, and (c) those who had passed neither test. For each of these three groups, the percentage not continuing to take the CAHSEE is shown along with a comparison of the prior year mean scores for students who did not and students who did continue to take the CAHSEE in 2012–13.

The percentage of students who stopped taking the tests was higher for those who had not passed either test through grade eleven (31.8%) than for those who had passed one of the two tests (18.7% and 15.4%). Within each category, the prior mean on tests yet to be passed was slightly higher for students who continued compared to students who did not, but both groups had mean scores well below the score of 350 required to pass each test. Note that SWD are excluded from these analyses because they were exempted from the CAHSEE requirement and also because we could not tell if they did not continue because they received a waiver after having achieved a passing score with a testing modification.

Table 2.26. Comparison of Prior Test Results for Grade Twelve Students Not Passing by May 2012 Who Did and Did Not Continue to Take the CAHSEE in 2012–13, Excluding Students with Disabilities[1]

	Passed ELA			Passed Math			Passed Neither				
		Prior Year Math Mean			Prior Year ELA Mean			Prior Year ELA Mean		Prior Year Math Mean	
	% Not Cont.	Not Cont.	Cont.	% Not Cont.	Not Cont.	Cont.	% Not Cont.	Not Cont.	Cont.	Not Cont.	Cont.
All Students	18.7%	332.4	335.5	15.4%	326.4	330.2	31.8%	316.7	321.3	324.0	327.9
Females	16.7%	332.9	336.1	13.4%	328.4	331.9	29.2%	320.3	324.7	325.6	329.0
Males	21.5%	331.9	334.7	16.5%	325.5	329.1	33.8%	314.5	316.7	323.0	327.0
Asian	14.0%	329.5	337.0	10.7%	321.5	325.9	26.5%	304.1	314.0	325.1	331.3
Hispanic	17.3%	332.5	335.7	15.1%	326.8	330.8	29.6%	316.8	321.6	324.2	328.0
Afr. Am.	18.9%	331.4	334.8	14.3%	327.3	359.1	34.0%	318.4	322.5	322.5	326.0
White	23.6%	333.4	335.5	20.6%	328.5	329.8	40.7%	317.5	320.5	325.0	328.1
ED	17.9%	332.2	335.7	14.2%	325.9	330.1	29.9%	316.5	321.2	323.7	328.0
EL	16.8%	332.7	335.2	12.9%	324.6	328.9	27.0%	314.2	319.5	324.7	328.4
RFEP	10.6%	333.5	337.8	11.1%	334.6	334.6	25.4%	324.6	328.8	326.4	330.5

[1] Students with disabilities (SWD) are excluded from all rows because they may have been exempt from passing the CAHSEE if they met other requirements.

Explanation of table contents: Line 1 indicates that 18.7% of grade eleven students who by May 2012 had passed the ELA test, but not the mathematics test, did not take the CAHSEE in 2012–13. The prior mathematics mean (the test yet to be passed) for the students who did not continue was 332.4 compared to a mean of 335.5 for students in this category who did take the CAHSEE in 2012-13. Similarly 15.4% of the students who had passed the mathematics test, but not the ELA test, did not continue to try to pass the CAHSEE in 2012–13. The prior ELA mean for these students was 326.4 compared to 330.2 for students in this category who did continue to try to pass. Finally, 31.8% of students who had not passed either test did not continue to take the CAHSEE in 2012–13. These students had prior ELA and mathematics means of 316.7 and 324.0 respectively, compared to prior means of 321.3 and 327.9 for students who did continue to try to pass. *Note that, for each test, a score of 350 or higher is required to pass.*

Table 2.27 shows a similar comparison of students who took but did not pass the CAHSEE in grade ten in 2012, and those who did or did not continue to take the CAHSEE as grade eleven students this year. As noted in Table 2.13, more than 21,000 Class of 2014 students who had not passed the CAHSEE by May 2012 did not participate in any of the 2012–13 CAHSEE administrations. About 8,900 of these were students with disabilities who are excluded from Table 2.27 because they may have received a waiver and therefore did not need to take the CAHSEE again this year. As with grade twelve students, students who had passed neither test were somewhat more likely not to continue to take the CAHSEE (18.0% compared to 9.8% and 7.6% for students who had passed one of the two tests). In addition, students at each level of prior success who did not continue to try had slightly lower prior scores than students who did.

Table 2.27. Comparison of Prior Test Results for Grade Eleven Students Not Passing by May 2012 Who Did and Did Not Continue to Take the CAHSEE in 2012–13, Excluding Students with Disabilities[1]

	Passed ELA			Passed Math			Passed Neither				
		Prior Year Math Mean			Prior Year ELA Mean			Prior Year ELA Mean		Prior Year Math Mean	
	% not Cont.	Not Cont.	Cont.	% not Cont.	Not Cont.	Cont.	% not Cont.	Not Cont.	Cont.	Not Cont.	Cont.
All Students	9.8%	336.2	339.3	7.6%	330.7	335.2	18.0%	318.6	325.1	326.5	331.2
Females	9.0%	336.8	339.6	7.9%	332.5	336.2	17.0%	322.3	328.1	327.9	332.0
Males	11.0%	335.5	338.9	7.4%	329.6	337.6	18.8%	316.2	322.6	325.5	330.6
Asian	8.3%	335.7	341.3	7.0%	325.8	329.2	16.6%	314.2	319.2	331.0	334.0
Hispanic	9.2%	335.8	339.4	7.1%	330.7	335.6	16.6%	318.2	325.1	326.2	331.4
Afr. Am.	10.9%	335.7	337.1	8.9%	331.1	331.7	19.7%	319.0	322.2	324.2	329.6
White	11.2%	339.4	338.0	9.2%	335.9	336.7	22.6%	324.9	326.9	331.2	330.3
ED	10.2%	336.0	339.1	7.3%	350.9	334.9	17.2%	318.2	324.6	326.0	331.2
EL	9.7%	335.0	338.5	7.2%	327.7	332.3	15.1%	314.9	321.9	326.3	331.3
RFEP	6.6%	336.1	340.6	4.8%	334.7	339.2	16.2%	327.8	334.3	333.3	335.8

[1] Students with disabilities (SWD) were excluded from all rows in this table. We could not tell from available data whether they were granted a waiver and did not have to continue to pass the CAHSEE. In addition, they may have been waiting to see whether the exemption currently in place for SWD would continue.

To further understand reasons why students might not continue to try to pass the CAHSEE, we acquired and examined data supplied by schools to CALPADS on reasons why students left the school (Exit Codes). We focused on the Class of 2012, as exit data for the Class of 2013 were not yet fully available. We selected all students from the Class of 2012 who had not completed the CAHSEE by May 2011, the end of their junior year, and divided them into those who did and did not take the CAHSEE at least once in 2011–12 (their senior year). We further divided those who took the CAHSEE into those who completed the requirement and those who did not. Table 2.28 shows the distribution of key exit code categories for each of these groups.

Over half of the students who did not continue to test in grade twelve are shown as transfers. About 17 percent transferred out of state, out of the country, or to private

schools and were no longer subject to the CAHSEE requirement. Another 12 percent transferred to adult education programs. About 22 percent were shown as transferring to another California high school, but there was no further record of their exiting the new school. CDE may wish to check the accuracy of these transfer codes. Only about 7 percent are shown as completing high school, although we could find no records of their having met the CAHSEE requirement.

Two thirds (68 percent) of the students who passed the CAHSEE in their senior year are shown as having completed high school that year. Another nine percent have no exit code records, either due to missing or erroneous data (exit code or CAHSEE student identifiers) or possibly because they were still in school.

Table 2.28. Percentage of Students from the Class of 2012 Not Passing the CAHSEE Prior to Their Senior Year by Exit Code Category, Excluding Students with Disabilities

Exit Category	Not Tested	Tested	Not Passed	Passed
Exit/No Show				
Graduated by June 2012	7.12%	50.31%	28.57%	68.43%
Graduated After June 2012	0.74%	8.17%	8.42%	7.96%
Died/Medical	0.28%	0.14%	0.02%	0.00%
Truant/Drop Out	16.77%	5.25%	8.87%	2.24%
Other/Unknown Exit	8.46%	4.55%	7.58%	2.06%
No Show (from prior year/transfer)	3.30%	0.70%	1.04%	0.34%
Subtotal: Exited	36.67%	69.12%	54.50%	81.03%
Transfer				
Regular CA School	21.92%	7.17%	11.46%	3.60%
Disciplinary CA School	0.66%	0.19%	0.35%	0.06%
Private	0.95%	0.15%	0.18%	0.12%
Out of State	8.47%	1.55%	2.18%	1.02%
Out of Country	8.11%	1.17%	1.87%	0.58%
Adult Education	12.16%	7.30%	11.30%	3.97%
Adult Education Drop	1.56%	0.86%	1.41%	0.40%
College	0.54%	0.35%	0.57%	0.16%
Health Facility	0.08%	0.02%	0.18%	0.05%
Other Inst.	0.82%	0.32%	0.77%	0.07%
Subtotal: Transfers	55.27%	19.08%	30.27%	10.03%
No code	8.06%	11.80%	15.23%	8.94%

Results for Students from Prior High School Classes

In prior years, we tracked continued efforts by students from all prior high school classes subject to the CAHSEE requirement from 2006 through 2009. Beginning in 2011, we tracked students for the first three years after their initial graduation date. The

reason for not tracking longer is that the number of students still trying to pass after more than three years is very low (about 250 students who may have been in the Class of 2007 and 100 who may have been in the Class of 2006), and the difficulty in matching student records across long periods of time is great, particularly for earlier high school classes where common student identifiers were not used consistently on CAHSEE answer documents. Consequently, the rate of error in estimates of the numbers of students still testing may be greater than the number itself.

Results for students who were first-time seniors in 2010 through 2012 are included in this report. A significant number of students from these high school classes continued to take the CAHSEE, either as repeat grade twelve students or through an AE program.

Class of 2010

Tables 2.29 through 2.31 show the number of students originally in the Class of 2010 (first-time seniors in spring 2010) who continued to take the CAHSEE this year and the number now estimated to have passed the CAHSEE through May 2013. We are continuing to report students with disabilities separately but exclude them from the other student groups, including the counts for all students, since these students may have been granted a local waiver. Note that it is possible that a few more students originally from the Class of 2010 tested again this year but could not be matched to earlier records because of differences in coding identifying information.

More than 1,800 general education students and 150 students with disabilities from the Class of 2010 took the CAHSEE this year, more than two years after their originally scheduled graduation date. An estimated total of 528 of the general education students and 9 of the students with disabilities completed the CAHSEE requirement.

Table 2.29. Estimated Number and Percentage of Students in the Class of 2010[1] Passing Both Portions of the CAHSEE Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	424,464	22,325	528	1,310	20,487	424,992	21,797	95.1%
Females	215,801	10,213	276	797	9,140	216,077	9,937	95.6%
Males	208,663	12,112	252	513	11,347	208,915	11,860	94.6%
American Indian or Alaska Native	3,385	134	3	5	126	3,388	131	96.3%
Asian	43,351	950	20	48	882	43,371	930	97.9%
Pacific Islander	2,987	129	2	5	122	2,989	127	95.9%
Filipino	13,720	215	2	8	205	13,722	213	98.5%
Hispanic or Latino	186,831	15,206	371	953	13,882	187,202	14,835	92.7%
African American or Black	29,946	2,908	50	127	2,731	29,996	2,858	91.3%
White, non-Hispanic	143,807	2,295	46	83	2,166	143,853	2,249	98.5%
Multiple Races[2]	309	488	34	81	373	343	454	--[2]
Economically Disadvantaged	180,667	13,321	169	490	12,662	180,836	13,152	93.2%
English Learner	51,859	10,247	238	646	9,363	52,097	10,009	83.9%
Reclassified Fluent English	83,035	1,025	22	65	938	83,057	1,003	98.8%
Students with Disabilities	18,686	15,302	9	141	15,152	18,695	15,293	55.0%

[1] Many students with disabilities programs who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, students with disabilities were ***excluded*** from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

Table 2.30. Estimated Number and Percentage of Students in the Class of 2010[1] Passing the CAHSEE ELA Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	432,396	14,393	348	797	13,248	432,744	14,045	96.9%
Females	220,285	5,729	169	442	5,118	220,454	5,560	97.5%
Males	212,111	8,664	179	355	8,130	212,290	8,485	96.2%
American Indian or Alaska Native	3,444	75	1	2	72	3,445	74	97.9%
Asian	43,465	836	17	43	776	43,482	819	98.2%
Pacific Islander	3,020	96	1	4	91	3,021	95	97.0%
Filipino	13,785	150	2	6	142	13,787	148	98.9%
Hispanic or Latino	191,939	10,098	243	605	9,250	192,182	9,855	95.1%
African American or Black	31,269	1,585	25	53	1,507	31,294	1,560	95.3%
White, non-Hispanic	144,808	1,294	37	51	1,206	144,845	1,257	99.1%
Multiple Races[2]	538	259	22	33	204	560	237	--[2]
Economically Disadvantaged	185,024	8,964	120	297	8,547	185,144	8,844	95.4%
English Learner	54,120	7,986	187	501	7,298	54,307	7,799	87.4%
Reclassified Fluent English	83,650	410	10	25	375	83,660	400	99.5%
Students with Disabilities	22,545	11,443	17	107	11,319	22,562	11,426	66.4%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, students with disabilities were ***excluded*** from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

Table 2.31. Estimated Number and Percentage of Students in the Class of 2010[1] Passing the CAHSEE Mathematics Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	431,088	15,701	328	826	14,547	431,416	15,373	96.6%
Females	218,251	7,763	188	529	7,046	218,439	7,575	96.6%
Males	212,837	7,938	140	297	7,501	212,977	7,798	96.5%
American Indian or Alaska Native	3,414	105	3	4	98	3,417	102	97.1%
Asian	44,004	297	7	14	276	44,011	290	99.3%
Pacific Islander	3,033	83	1	3	79	3,034	82	97.4%
Filipino	13,804	131	0	6	125	13,804	131	99.1%
Hispanic or Latino	191,451	10,586	234	577	9,775	191,685	10,352	94.9%
African American or Black	30,412	2,442	42	111	2,289	30,454	2,400	92.7%
White, non-Hispanic	144,378	1,724	20	51	1,653	144,398	1,704	98.8%
Multiple Races[2]	464	333	21	60	252	485	312	--[2]
Economically Disadvantaged	184,694	9,294	112	328	8,854	184,806	9,182	95.3%
English Learner	56,148	5,958	101	301	5,556	56,249	5,857	90.6%
Reclassified Fluent English	83,256	804	20	45	739	83,276	784	99.1%
Students with Disabilities	21,975	12,013	8	117	11,888	21,983	12,005	64.7%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, students with disabilities were *excluded* from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

Class of 2011

Tables 2.32 through 2.34 show estimated cumulative passing rates for the Class of 2011 after including results from the 2012–13 CAHSEE administrations through May 2013. To avoid duplication, we have excluded students who were counted previously as being in the Class of 2006 through 2010, even though some of those students were also in grade twelve in 2011. Thus, the definition of the Class of 2011 used here is students who were in grade twelve for the first time in spring 2011. As with the Class of 2010, we have excluded students with disabilities from the counts, except for the last row in each table, since many of these students were exempted from the CAHSEE requirement.

Table 2.32. Estimated Number and Percentage of Students in the Class of 2011[1] Passing Both CAHSEE Tests Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	426,713	22,471	981	2,605	18,885	427,694	21,490	95.2%
Females	216,739	10,236	512	1,467	8,257	217,251	9,724	95.7%
Males	209,974	12,235	469	1,138	10,628	210,443	11,766	94.7%
American Indian or Alaska Native	3,200	139	3	7	129	3,203	136	95.9%
Asian	43,046	941	37	111	793	43,083	904	97.9%
Pacific Islander	2,995	178	3	19	156	2,998	175	94.5%
Filipino	13,938	234	14	29	191	13,952	220	98.4%
Hispanic or Latino	193,139	14,874	653	1,846	12,375	193,792	14,221	93.2%
African American or Black	29,892	2,762	97	219	2,446	29,989	2,665	91.8%
White, non-Hispanic	139,028	2,125	91	151	1,883	139,119	2,034	98.6%
Multiple Races[2]	1,475	1,218	83	223	912	1,558	1,135	--[2]
Economically Disadvantaged	193,133	13,906	444	1,212	12,250	193,577	13,462	93.5%
English Learner	50,796	10,295	411	1,362	8,522	51,207	9,884	83.8%
Reclassified Fluent English	87,422	961	64	98	799	87,486	897	99.0%
Students with Disabilities	19,473	14,818	42	458	14,318	19,515	14,776	56.9%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, students with disabilities were ***excluded*** from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

Nearly 3,600 general education students and about 500 students with disabilities in the Class of 2011 who had not passed the CAHSEE by May of 2012 continued to try to meet the CAHSEE requirement, more than a year after their scheduled graduation. Table 2.32 shows 95.2 percent of the general education students counted as being in the Class of 2011 have now passed the CAHSEE.

Table 2.33. Estimated Number and Percentage of Students in the Class of 2011[1] Passing the CAHSEE ELA Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	434,450	14,734	691	1,590	12,453	435,141	14,043	96.9%
Females	221,018	5,957	337	801	4,819	221,355	5,620	97.5%
Males	213,432	8,777	354	789	7,634	213,786	8,423	96.2%
American Indian or Alaska Native	3,259	80	3	4	73	3,262	77	97.7%
Asian	43,149	838	33	98	707	43,182	805	98.2%
Pacific Islander	3,044	129	3	15	111	3,047	126	96.0%
Filipino	13,999	173	10	21	142	14,009	163	98.8%
Hispanic or Latino	197,984	10,029	467	1,143	8,419	198,451	9,562	95.4%
African American or Black	31,086	1,568	57	103	1,408	31,143	1,511	95.4%
White, non-Hispanic	139,964	1,189	63	89	1,037	140,027	1,126	99.2%
Multiple Races[2]	1,965	728	55	117	556	2,020	673	--[2]
Economically Disadvantaged	197,550	9,489	319	765	8,405	197,869	9,170	95.6%
English Learner	52,988	8,103	350	1,015	6,738	53,338	7,753	87.3%
Reclassified Fluent English	88,011	372	22	34	316	88,033	350	99.6%
Students with Disabilities	23,251	11,040	45	343	10,652	23,296	10,995	67.9%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, students with disabilities were ***excluded*** from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

Table 2.34. Estimated Number and Percentage of Students in the Class of 2011[1] Passing the CAHSEE Mathematics Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	433,533	15,651	614	1,584	13,453	434,147	15,037	96.7%
Females	219,354	7,621	348	971	6,302	219,702	7,273	96.8%
Males	214,179	8,030	266	613	7,151	214,445	7,764	96.5%
American Indian or Alaska Native	3,223	116	2	6	108	3,225	114	96.6%
Asian	43,666	321	13	26	282	43,679	308	99.3%
Pacific Islander	3,051	122	2	7	113	3,053	120	96.2%
Filipino	14,031	141	4	13	124	14,035	137	99.0%
Hispanic or Latino	197,836	10,177	403	1,122	8,652	198,239	9,774	95.3%
African American or Black	30,329	2,325	75	177	2,073	30,404	2,250	93.1%
White, non-Hispanic	139,564	1,589	58	94	1,437	139,622	1,531	98.9%
Multiple Races[2]	1,833	860	57	139	664	1,890	803	--[2]
Economically Disadvantaged	197,436	9,603	279	748	8,576	197,715	9,324	95.5%
English Learner	55,213	5,878	196	637	5,045	55,409	5,682	90.7%
Reclassified Fluent English	87,614	769	50	77	642	87,664	719	99.2%
Students with Disabilities	22,693	11,598	44	363	11,191	22,737	11,554	66.3%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, students with disabilities were ***excluded*** from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

Class of 2012

Tables 2.35 through 2.37 show estimated cumulative passing rates for the Class of 2012 after including results from the 2012–13 CAHSEE administrations through May 2013. To avoid duplication, we have excluded students who were counted above as being in prior high school classes, even though many of those students were also in grade twelve again in 2012. As with the Class of 2010 and the Class of 2011, the definition of the Class of 2012 used here is students who were in grade twelve for the first time in spring 2012. For consistency with other classes, we continue to report results separately for students with disabilities and exclude these students from counts for other categories.

Table 2.35. Estimated Number and Percentage of Students in the Class of 2012[1] Passing Both CAHSEE Tests Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	424,253	22,839	3,340	7,034	12,465	427,593	19,499	95.6%
Females	215,648	10,484	1,643	3,694	5,147	217,291	8,841	96.1%
Males	208,605	12,355	1,697	3,340	7,318	210,302	10,658	95.2%
American Indian or Alaska Native	3,924	124	17	28	79	3,941	107	97.4%
Asian	43,414	1,021	194	383	444	43,608	827	98.1%
Pacific Islander	2,996	156	21	48	87	3,017	135	95.7%
Filipino	13,686	226	42	66	118	13,728	184	98.7%
Hispanic or Latino	197,498	15,263	2,214	4,935	8,114	199,712	13,049	93.9%
African American or Black	28,556	2,607	358	739	1,510	28,914	2,249	92.8%
White, non-Hispanic	130,811	1,994	310	453	1,231	131,121	1,684	98.7%
Multiple Races[2]	3,368	1,448	184	382	882	3,552	1,264	--[2]
Economically Disadvantaged	203,574	15,273	2,148	4,574	8,551	205,722	13,125	94.0%
English Learner	45,874	10,529	1,491	3,741	5,297	47,365	9,038	84.0%
Reclassified Fluent English	93,758	1,174	264	329	581	94,022	910	99.0%
Students with Disabilities	22,009	17,344	266	2,541	14,537	22,275	17,078	56.6%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, students with disabilities were ***excluded*** from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

More than 10,300 general education students and more than 2,800 students with disabilities in the Class of 2012 who had not passed the CAHSEE by May 2012 continued to try to pass the CAHSEE this year. More than 3,300 of these general education students and more than 250 of the students with disabilities have now passed, bringing the total passing rates to 95.6 percent for general education students and 56.6 percent for students with disabilities.

Table 2.36. Estimated Number and Percentage of Students in the Class of 2012[1] Passing the CAHSEE ELA Test Through May 2013, Excluding Students with Disabilities

Group	By May 2012		July 2012–May 2013			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	431,924	15,168	2,301	4,475	8,392	434,225	12,867	97.1%
Females	219,988	6,144	1,014	2,076	3,054	221,002	5,130	97.7%
Males	211,936	9,024	1,287	2,399	5,338	213,223	7,737	96.5%
American Indian or Alaska Native	3,974	74	9	16	49	3,983	65	98.4%
Asian	43,501	934	181	350	403	43,682	753	98.3%
Pacific Islander	3,040	112	17	35	60	3,057	95	97.0%
Filipino	13,742	170	31	49	90	13,773	139	99.0%
Hispanic or Latino	202,467	10,294	1,546	3,152	5,596	204,013	8,748	95.9%
African American or Black	29,608	1,555	213	393	949	29,821	1,342	95.7%
White, non-Hispanic	131,666	1,139	193	256	690	131,859	946	99.3%
Multiple Races[2]	3,926	890	111	224	555	4,037	779	--[2]
Economically Disadvantaged	208,452	10,395	1,505	2,988	5,902	209,957	8,890	95.9%
English Learner	47,988	8,415	1,262	2,909	4,244	49,250	7,153	87.3%
Reclassified Fluent English	94,486	446	108	82	256	94,594	338	99.6%
Students with Disabilities	25,989	13,364	301	1,964	11,099	26,290	13,063	66.8%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, students with disabilities were ***excluded*** from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

Table 2.37. Estimated Number and Percentage of Students in the Class of 2012[1] Passing the CAHSEE Mathematics Test Through May 2013, Excluding Students with Disabilities

	By May 2012		July 2012–May 2013			Cumulative Total		
Group	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	431,844	15,248	2,057	4,238	8,953	433,901	13,191	97.0%
Females	218,620	7,512	1,135	2,452	3,925	219,755	6,377	97.2%
Males	213,224	7,736	922	1,786	5,028	214,146	6,814	96.9%
American Indian or Alaska Native	3,960	88	12	19	57	3,972	76	98.1%
Asian	44,163	272	50	77	145	44,213	222	99.5%
Pacific Islander	3,048	104	16	32	56	3,064	88	97.2%
Filipino	13,789	123	19	36	68	13,808	104	99.3%
Hispanic or Latino	202,582	10,179	1,367	2,981	5,831	203,949	8,812	95.9%
African American or Black	29,088	2,075	274	585	1,216	29,362	1,801	94.2%
White, non-Hispanic	131,415	1,390	195	276	919	131,610	1,195	99.1%
Multiple Races[2]	3,799	1,017	124	232	661	3,923	893	--[2]
Economically Disadvantaged	208,776	10,071	1,318	2,692	6,061	210,094	8,753	96.0%
English Learner	50,741	5,662	677	1,707	3,278	51,418	4,985	91.2%
Reclassified Fluent English	94,000	932	201	274	457	94,201	731	99.2%
Students with Disabilities	26,067	13,286	242	1,939	11,105	26,309	13,044	66.9%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a local waiver if they took the CAHSEE with a modification and achieved a passing score. In addition, students with disabilities were exempted in some years, but not others. For comparison across years with different exemption policies, with disabilities were *excluded* from all rows of the table except for the last row.

[2] The "Multiple Races" category was added in 2010–11. Students are shown in the "Multiple Races" category above only if they could be identified as such from current-year or prior-year test records. ETS codes for race/ethnicity were used here but may be revised subsequently using different rules to identify missing data. Passing rates for this category cannot be estimated since no students who passed previously in grade ten are included.

Fifth Year Students, Classes of 2007 Through 2012

Table 2.38 shows a comparison of the numbers of students continuing to take the CAHSEE in their fifth year of high school for the Classes of 2007 through 2012. Students with disabilities are excluded from these counts because these students were exempted in some years and many were granted a waiver in other years. The estimated percentage of students passing in four years has increased steadily from 93.3 percent for the Class of 2007 to 94.9 percent for the Class of 2012. Roughly 40 to 45 percent of those not passing continued to try to pass during their fifth year. As a result, the cumulative percentage of students completing the CAHSEE requirement by their fifth year of high school has increased from 94.3 for the Class of 2007 to 95.6 percent for the Class of 2012.

Table 2.38. Estimated Number and Percentage of Students in the Classes of 2007 Through 2012 Completing the CAHSEE Requirement by Their Fifth Year of High School, Excluding Students with Disabilities

	Through Year 4			During Year 5			Total After 5 Years		
Class	Passed	Not Yet Passed	Percent Pass	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
2007	401,486	28,981	93.3%	4,444	8,365	16,172	405,930	24,537	94.3%
2008	409,420	29,992	93.2%	4,480	9,076	16,436	413,900	25,512	94.2%
2009	417,296	30,104	93.3%	4,516	9,359	16,229	421,812	25,588	94.3%
2010	419,796	25,572	94.3%	2,603	6,778	16,191	422,399	22,969	94.8%
2011	423,361	25,783	94.3%	3,557	6,946	15,280	426,918	22,226	95.1%
2012	424,480	22,144	94.9%	3,340	7,034	12,465	427,593	19,499	95.6%

Additional Analyses of Results for Students with Disabilities

One of the most persistent problems for the CAHSEE has been the low passing rate for SWD. Our prior evaluation reports have highlighted particular difficulties in meeting the CAHSEE requirement faced by these students. We have several times recommended consideration of alternatives for these students. In 2004, the California Legislature passed Senate Bill (SB) 964, calling for a panel to identify options or alternatives for students with disabilities and requiring a contractor to support the work of this panel and report on options that are identified.

Pursuant to requirements of SB 964, a report was submitted to the California Legislature in spring 2005 recommending alternative graduation assessments and requirements for students with disabilities (Rabinowitz, Crane, Ananda, Vasudeva, Youtsey, Schimozato, & Schwager, April 2005). The SB 964 report identified three types of options for students with disabilities:

1. Options for *alternate forms of testing* to be sure students with disabilities have adequate opportunities to demonstrate what they know and can do.

2. Options for *modifying the CAHSEE requirement*. The main recommendation in this area, to defer the requirement for students with disabilities, was based on the premise that instructional content was not yet adequate to provide sufficient opportunity for students with disabilities to learn the required material. The deferral was also recommended to allow time to develop alternative requirements, such as coursework, that students with disabilities might pass to receive a diploma.

3. Options concerning *alternative types of diplomas* for students who are not able to demonstrate competency in the CAHSEE standards.

Our 2005 and 2006 CAHSEE evaluation reports described analyses of characteristics of students in this population and the types of services they received in relation to success in passing the CAHSEE (Wise, et al., 2005b, Chapter 7; Wise, et al. 2006b). Key results from that investigation included:

1. Nearly half of the students with disabilities receive relatively non-intensive services (e.g., in-class accommodations, resource specialists) and participate in the regular curriculum 80 percent of the time or more. About half of these students pass the CAHSEE on the first try and, perhaps with additional time and resources, the others would be capable of passing and should be held to the CAHSEE requirement.

2. About one-quarter of the students with disabilities require more intensive assistance (e.g., special day programs) and spend less than 50 percent of their time in regular instruction. A limited number of these students pass the CAHSEE; therefore, other goals may be more appropriate for these students. It is worth noting, however, that 10 percent of the students in this category do pass the CAHSEE, so expectations for meeting the CAHSEE requirement should not be abandoned lightly.

SWD are currently exempted from the CAHSEE requirement through June 30, 2015, and the State Board of Education (SBE) can extend the exemption one additional year if needed to implement the alternative means assessment. The streamlined waiver became available in 2012–13 for SWD who score 300 (Basic) or above on the Standardized Testing and Reporting (STAR) Program California Standards Test (CST) in English language arts (ELA) grade ten or Algebra I without the use of a modification, or a scale score of 350 (Proficient) or above on the California Modified Assessment (CMA) in ELA grade ten or Algebra I.

Table 2.39 shows trends in the number and percentage of grade ten SWD in each primary disability category and the ELA and mathematics passing rates for students in each of these categories. The vast majority of SWD in the matched sample had a *specific learning disability* as their primary disability code. These students passed the CAHSEE at relatively low rates, slightly below the average for all SWD in 2010 through 2013. The distribution of students across primary disability categories was similar in 2010 through 2013. In 2013, compared to prior years, more students were

classified as having autism and other health impairments and slightly fewer were classed as having specific learning disabilities. Passing rates were predictably somewhat variable across years due to the relatively small numbers of students in most categories. Passing rates for students with specific learning disabilities, the category accounting for about two-thirds of the students with disabilities, have increased slightly as have overall SWD passing rates.

Table 2.39. Primary Disability Codes for Grade Ten Students with Disabilities with CAHSEE Success Information

Primary Disability Category	Percent of Students with Disabilities in Category				Percent in Category Passing CAHSEE ELA[1]				Percent in Category Passing CAHSEE Math[1]			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
010 = Mental Retardation	5.0%	4.8%	4.8%	4.6%	2.0%	3.9%	2.6%	2.1%	1.4%	3.6%	2.8%	3.6%
020 = Hard of Hearing	1.1%	1.1%	1.1%	1.3%	45.5%	53.2%	52.8%	50.3%	49.9%	57.5%	54.4%	54.3%
030 = Deaf	0.7%	0.7%	0.6%	0.5%	20.7%	20.6%	22.3%	19.1%	32.0%	29.3%	38.0%	33.8%
040 = Speech/Lang. Impairment	5.6%	5.5%	6.2%	6.0%	46.9%	49.5%	53.5%	53.2%	50.8%	52.9%	58.6%	59.7%
050 = Visual Impairment	0.6%	0.5%	0.6%	0.5%	60.6%	65.3%	58.5%	62.3%	61.7%	59.4%	63.4%	65.5%
060 = Emotional Disturbance	7.5%	7.9%	7.1%	6.8%	43.4%	44.9%	43.5%	45.3%	35.7%	34.5%	36.9%	39.2%
070 = Orthopedic Impairment	1.7%	1.7%	1.6%	1.5%	48.7%	48.2%	49.8%	50.8%	45.1%	40.3%	45.5%	46.1%
080 = Other Health Impairment	9.7%	10.2%	10.9%	11.9%	51.5%	52.6%	51.3%	51.0%	44.6%	44.1%	44.7%	46.1%
090 = Specific Learning Disability	62.3%	61.3%	60.1%	58.9%	30.1%	32.1%	32.1%	31.9%	29.3%	32.1%	32.5%	33.4%
100 = Deaf-Blindness	0.0%	0.0%	0.0%	0.0%								
110 = Multiple Disabilities	0.6%	0.5%	0.5%	0.6%	25.0%	20.8%	8.8%	13.0%	32.2%	20.0%	13.6%	18.5%
120 = Autism	4.9%	5.5%	6.1%	7.1%	59.6%	59.1%	57.1%	56.0%	55.9%	55.4%	56.8%	57.7%
130 = Traumatic Brain Injury	0.4%	0.3%	0.3%	0.3%	36.2%	24.8%	37.0%	34.4%	36.2%	33.6%	34.8%	39.8%
Number of Students	48,737	49,742	49,913	49,600	35.4%	37.5%	37.8%	38.1%	33.9%	36.0%	37.4%	38.8%

[1] The percentage passing was not computed if there were fewer than 20 students in a particular disability category.

The CAHSEE allows a number of testing accommodations for students who need them. In addition, some students take the CAHSEE with test modifications[4] specified in their individual education programs (IEPs), even though these modifications invalidate their scores. Students who test with modifications and score at or above the passing level are allowed to petition for a local waiver from the CAHSEE requirement. Tables 2.40 and 2.41 categorize the various accommodations and modifications recorded for the CAHSEE ELA and mathematics tests, respectively. Each table shows the percentage of grade ten and twelve SWD who received each type of accommodation or modification.

There is little difference in accommodations offered to SWD in grade ten versus grade twelve students. However, there is a notable increase in the percentage of SWD receiving two particular modifications in grade twelve as compared to grade ten: oral presentation for ELA and calculator for mathematics. For the Class of 2013, 2.5% of grade ten SWD received oral presentation for ELA versus 12.5% in grade twelve (Table 2.40), and 8.3% of grade ten SWD used calculators versus 21.5% in grade twelve (Table 2.41). This increase may be due, in part, to the fact that a higher proportion of students not requiring these modifications passed the CAHSEE prior to grade twelve and are thus not included in the grade twelve samples.

[4] Test modifications are changes to test administration procedures thought to change the construct being measured, such as allowing calculators on test questions measuring computational skill. When test modifications are used, scores are not considered valid for meeting the CAHSEE requirement due to the impact on what is being measured.

Table 2.40. Percentage of Students with Disabilities Receiving Specific ELA Accommodations and Modifications in 2011, 2012, and 2013 by Grade

Description of Accommodation or Modification	Grade Ten			Grade Twelve		
	2011	2012	2013	2011	2012	2013
Number of Administrations to SWD	49,968	58,000	49,600	62,221	72,844	66,300
Accommodations						
Transfer of Responses to Answer Document	0.2%	0.4%	0.5%	0.2%	0.2%	0.3%
Oral Responses Dictated to a Scribe	0.1%	0.2%	0.2%	0.3%	0.2%	0.2%
Spell Checker or Grammar Checker Off	0.6%	0.5%	0.4%	0.6%	0.3%	0.2%
Essay Responses/ Dictated	0.4%	0.1%	0.1%	0.3%	0.1%	0.1%
Assistive Device/Independent	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%
Braille Version	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
Large Print Version	0.2%	0.2%	0.3%	0.1%	0.1%	0.1%
Test Over Multiple Days	2.8%	2.8%	3.6%	1.8%	2.0%	2.7%
Supervised Breaks	9.1%	8.6%	10.2%	8.2%	8.5%	9.7%
Beneficial Time	1.6%	1.6%	1.3%	1.4%	1.4%	1.7%
Tested Home or Hospital	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Modifications						
Dictionary	1.3%	1.0%	1.0%	5.2%	5.0%	5.0%
Sign Language	0.1%	0.1%	0.1%	0.4%	0.3%	0.3%
Oral Presentation	2.5%	2.0%	2.0%	13.1%	12.3%	12.5%
Spell Checker or Grammar Checker	0.2%	0.1%	0.1%	1.4%	1.2%	1.0%
Essay Responses/Dictated with grammar and spell check support	0.1%	0.1%	0.1%	0.4%	0.4%	0.2%
Assistive Device/with support	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Unlisted Modification	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

Table 2.41. Percentage of Students with Disabilities Receiving Specific Mathematics Accommodations and Modifications in 2011, 2012, and 2013 by Grade

Description of Accommodation or Modification	Grade Ten			Grade Twelve		
	2011	2012	2013	2011	2012	2013
Number of Administrations to SWD	54,919	49,913	49,600	50,732	50,732	66,300
Accommodations						
Transfer of Responses to Answer Document	0.4%	0.4%	0.4%	0.2%	0.2%	0.2%
Oral Responses Dictated to a Scribe	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%
Braille Version	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
Large Print Version	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%
Test Over More Than 1 Day	2.2%	2.1%	2.6%	1.1%	1.2%	1.8%
Supervised Breaks	8.1%	7.8%	9.2%	7.0%	7.3%	8.1%
Beneficial Time	1.5%	1.5%	1.2%	1.3%	1.2%	1.5%
Tested At Home or Hospital	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Dictionary	0.2%	0.1%	0.1%	0.9%	1.0%	0.9%
Sign Language	0.2%	0.2%	0.1%	0.3%	0.3%	0.3%
Oral Presentation Assistive Device without support	2.7%	2.3%	2.3%	7.0%	6.7%	6.8%
Modifications						
Calculator	8.3%	7.0%	6.8%	23.4%	22.0%	21.5%
Arithmetic Table	0.3%	0.2%	0.2%	2.2%	2.2%	2.3%
Math Manipulatives	0.1%	0.1%	0.1%	0.3%	0.2%	0.2%
Assistive Device with support	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Unlisted Modification	0.0%	0.1%	0.0%	0.2%	0.2%	0.2%

Additional Analyses of Results for English Learners

The CAHSEE requirement has been a significant barrier for students classified as English learners (EL). We conducted additional analyses of English learner results using the CAHSEE data and also analyzed data from 2008 through 2012 for the California English Language Development Test (CELDT). The purpose of these analyses was to better understand how English language fluency for ELs develops from middle school to high school and the impact of this development on CAHSEE success.

As shown in Table 2.42 and illustrated in Figure 2.6, the number of grade ten English learners taking the CAHSEE has decreased steadily from about 76,000 in 2007 to just over 57,000 in 2013. At the same time the number of grade ten students who had been English learners but were reclassified as fluent English proficient (RFEP) has risen from just over 77,000 in 2007 to more than 109,000 in 2013.

As shown in Figures 2.7 and 2.8, this is a very positive result because, while CAHSEE passing rates for ELs are quite low, the passing rates for RFEP students are nearly identical to those judged to have been initially fluent and are higher than passing rates for students classified as English only. Tables 2.43 and 2.44 show ELA and mathematics passing rates respectively for each English language proficiency classification.

Table 2.42. Number of Grade Ten Students Taking the CAHSEE in 2007 Through 2013 by English Language Fluency

Fluency	2007	2008	2009	2010	2011	2012	2013
1. English Only	276,249	267,229	265,666	265,271	263,735	258,435	251,646
2. Initially Fluent	40,530	39,476	39,871	39,183	39,383	32,836	33,394
3. English Learner	75,988	73,765	74,186	71,029	66,460	63,373	57,360
4. Reclassified Fluent	77,333	83,857	87,869	94,782	97,139	106,449	109,244
5. Unknown	626	2,706	2,706	2,136	4,298	2,645	6,051
Total Students	470,726	467,033	470,298	472,401	471,015	463,738	457,695

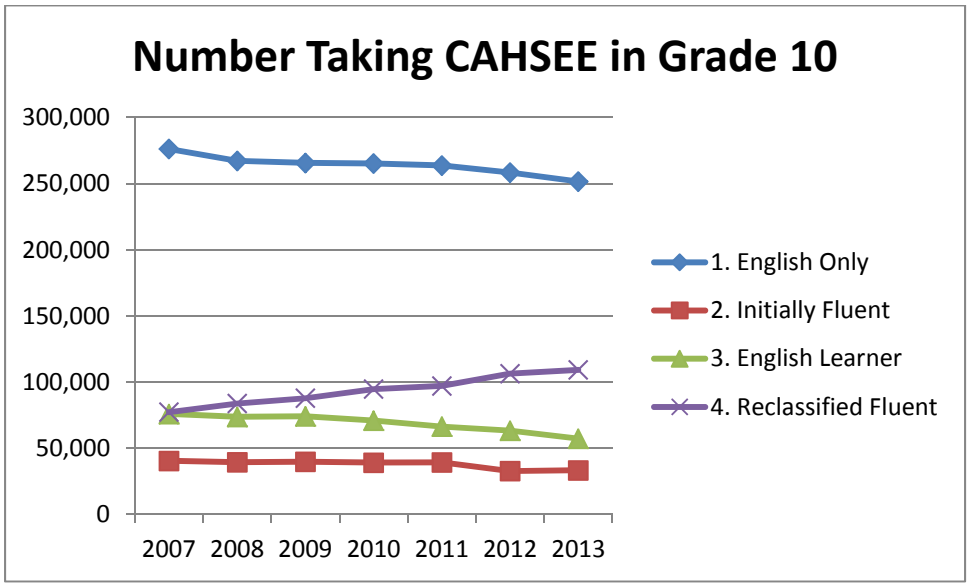


Figure 2.6. Trends in the number of students taking CAHSEE in grade ten by English language fluency.

Table 2.43. Percentage of Grade 10 Students Passing CAHSEE ELA Test in 2007 Through 2013 by English Language Fluency

Fluency	2007	2008	2009	2010	2011	2012	2013
1. English Only	80.6%	82.0%	82.5%	82.9%	84.0%	84.4%	84.6%
2. Initially Fluent	86.6%	88.7%	89.2%	90.1%	91.7%	92.3%	92.4%
3. English Learner	34.9%	38.8%	39.3%	40.2%	42.6%	42.7%	39.8%
4. Reclassified Fluent	88.0%	90.3%	90.4%	91.5%	92.8%	92.9%	92.6%

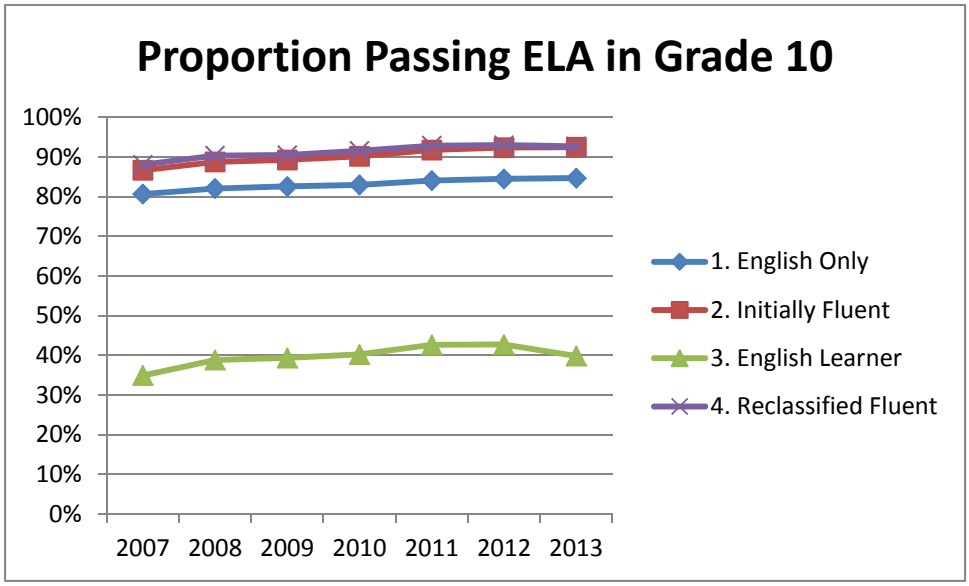


Figure 2.7. Trends in CAHSEE ELA passing rates in grade ten by English language fluency.

Table 2.44. Percentage of Grade 10 Students Passing CAHSEE Mathematics Test in 2007 Through 2013 by English Language Fluency

Fluency	2007	2008	2009	2010	2011	2012	2013
1. English Only	77.2%	79.2%	80.1%	80.7%	81.9%	82.6%	83.4%
2. Initially Fluent	84.1%	86.4%	87.6%	88.5%	90.3%	91.3%	91.7%
3. English Learner	44.9%	48.2%	50.5%	49.9%	53.2%	53.2%	51.5%
4. Reclassified Fluent	85.0%	87.9%	89.3%	89.9%	91.4%	91.9%	91.7%

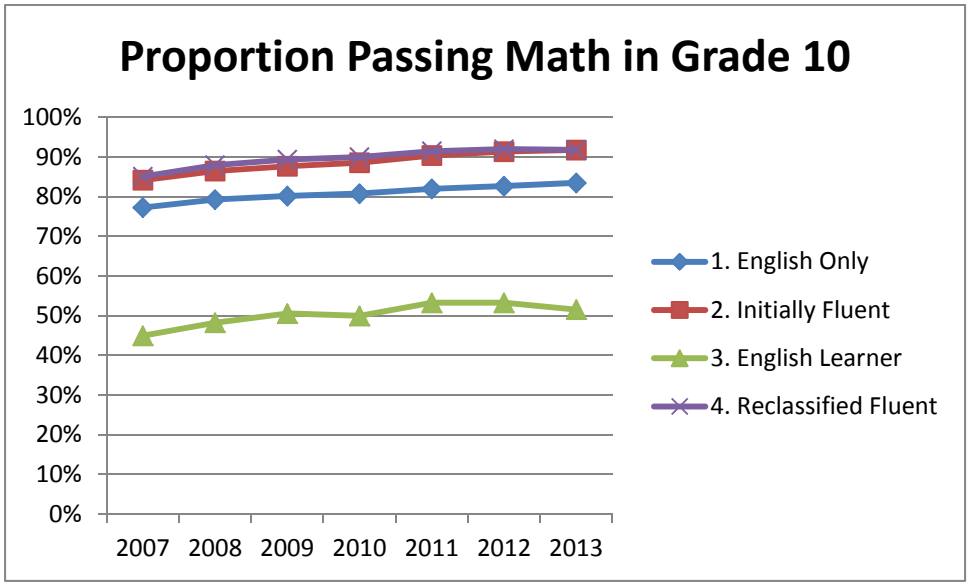


Figure 2.8. Trends in CAHSEE mathematics passing rates in grade ten by English language fluency.

Almost by definition, students classified as English learners do not have the skills needed to pass the CAHSEE ELA test. Many students classified as English learners are able to develop English proficiency and are reclassified as fluent. SBE guidelines state that performance on the CELDT should be the primary criterion for reclassification and recommend an overall CELDT score of Early Advanced or higher. In addition to meeting the CELDT criterion, to be eligible for reclassification students must also demonstrate basic skills in English language arts. The criterion for being classified as fluent is highly correlated with the skills needed for passing the CAHSEE ELA test, so students who are reclassified have few problems meeting the CAHSEE requirement. However, many students remain classified as English learners for extended periods of time. These students are at serious risk of never meeting the CAHSEE requirement. To provide more information on such students, we acquired data from the California English Language Proficiency Test (CELDT) for students in grades six through ten who were tested in 2008 through 2012, the most recent year for which data were available.

We matched individual student records from the CELDT data files to student records from the CAHSEE data files for 2006 through 2013 using the statewide student

identifiers included in both sets of files. We classified the matched records by CAHSEE census year, the first year in which the student took the CAHSEE as a grade ten student. Table 2.45 shows the number of students in each CAHSEE census year matched to CELDT records by grade and CELDT testing year. For each CAHSEE census year, there is a strong modal grade progression across CELDT testing years. For the 2012 CAHSEE census year, for example, the majority of matched CELDT records were for students in grade 6 in 2008, grade 7 in 2009, grade 8 in 2010, grade 9 in 2011, and grade 10 in 2012. Yet some students fall behind a grade and take an additional year to reach the CAHSEE census year and a few others advance a year.

Based on these results, we decided to focus on grade seven students who took the CELDT in 2009 and follow these students up to the point at which they took CAHSEE for the first time. The modal CAHSEE census year for this cohort is 2012, but we also have data for students who were delayed a year and did not take the CAHSEE until 2013. We might have started with grade six CELDT data from 2008, but many middle schools in California do not include grade six; also, statewide student identifiers were not used consistently in earlier years.

Table 2.45. Number of CELDT Records Matching Each CAHSEE Census Year by Annual CELDT Testing Year and Grade

CAHSEE Census Year	CELDT 2008		CELDT 2009		CELDT 2010		CELDT 2011		CELDT 2012	
	Grade	N	Grade	N	Grade	N	Grade	N	Grade	N
2008	10	70,767								
	9	2,873	10	3,836						
2009	10	1,448								
	9	74,961	10	71,532	11	65				
	8	331	9	1,167	10	2,763				
2010	9	2,877	10	1,167	11	272				
	8	76,640	9	75,284	10	68,900				
	7	918	8	270	9	2,142	10	2,516		
2011	8	2,982	9	2,674	10	1,157	11	50		
	7	81,989	8	73,907	9	69,568	10	65,860		
	6	720	7	710	8	227	9	1,696	10	2,496
2012	8	457	9	385	10	121	11	15	12	35
	7	3,316	8	2,877	9	2,600	10	1,065	11	73
	6	96,509	7	85,092	8	72,414	9	69,179	10	64,268
			6	694	7	1,230	8	193	9	1,462
2013	7	420	8	378	9	315	10	140	11	52
	6	3,486	7	2,977	8	2,822	9	2,200	10	827
			6	91,394	7	78,168	8	68,354	9	65,537
					6	647	7	539	8	126

We examined different characteristics of students in the target cohort to find those most closely related to CELDT scores. One key variable was the date of enrollment in US schools. We divided students into three levels based on how long they had been enrolled, as shown in Table 2.46. We also looked at whether students were coded as taking the CELDT for initial versus annual testing. As shown in Table 2.46, testing purpose was not entirely related to length of enrollment. Many students enrolled more than six years were coded as taking the CELDT in 2009 for initial testing. Based on this result, we decided not to use testing purpose as a primary classification variable.

Table 2.46. Number of 2009 Grade Seven CELDT Students by Test Purpose and Length of US Enrollment

Enrolled in US Schools	Test Purpose			Total Number	Percent
	Initial	Annual	Other		
< 3 Years	4,901	7,190	74	12,165	11.6%
3-6 Years	1,153	16,446	266	17,865	17.0%
> 6 Years	3,582	70,383	713	74,678	71.2%
Unknown	73	36	29	138	0.1%
Total Number	9,709	94,055	1,082	104,846	100.0%
Percent	9.3%	89.7%	1.0%	100.0%	

We examined the primary language coded for each EL. The primary language of approximately 85 percent of the students in the target was Spanish. The remaining 15 percent had a variety of other primary language codes, none sufficiently frequent to analyze separately. Results indicated that for students with Spanish as the primary language, roughly three-quarters had been in US schools for more than 6 years, compared to less than half of the students with other primary languages.

Table 2.47. Number of 2009 Grade Seven CELDT Students by Primary Language and Length of US Enrollment

Enrolled in US Schools	Primary Language			Total Number	Percent
	Spanish	Other	Unknown		
< 3 Years	7,613	4,484	68	12,165	11.6%
3-6 Years	14,316	3,475	74	17,865	17.0%
> 6 Years	67,365	7,216	97	74,678	71.2%
Unknown	103	33	2	138	0.1%
Total Number	89,397	15,208	241	104,846	100.0%
Percent	85.3%	14.5%	0.2%	100.0%	

Finally, we separated general education students and students with disabilities. Rates for meeting the CELDT criterion were quite different for these two groups. Table 2.48 shows the number of students in each combination of primary language group, length of enrollment group, and general versus special education programs. Table 2.48 also shows the percentage of students in each group meeting the CELDT criterion for reclassification, which requires reaching performance levels four or five for the overall score and scoring no lower than performance level three on any of the four CELDT domains (reading, writing, listening, and speaking). The five performance levels are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Rates for meeting the CELDT criterion were closely related to length of enrollment, ranging from 21 percent to 58 percent for Spanish-speaking general education students. Rates were somewhat higher for students in the other language category (from 31 to 73 percent) and considerably lower for students in special education programs (from 11 percent to 26 percent).

Table 2.48. Number and Percentage of 2009 Grade Seven CELDT Students Meeting CELDT Criterion by Primary Language and Length of US Enrollment

Primary Language	Enrolled in US Schools	General Education		Special Education	
		Number	Percent Meeting Criterion	Number	Percent Meeting Criterion
Spanish	< 3 Yrs	7,375	20.8%	238	11.3%
	3-6 Yrs	12,753	45.0%	1,563	12.9%
	> 6 Yrs	55,555	57.7%	11,810	17.3%
Other	< 3 Yrs	4,434	30.6%	50	18.0%
	3-6 Yrs	3,204	58.5%	271	24.7%
	> 6 Yrs	6,063	72.5%	1,153	25.8%

Table 2.49 shows the percentage of students in each demographic category who are classified at each CELDT performance level based on their overall scores. Results are again closely related to length of enrollment. For Spanish-speaking students, more than 44 percent of the students with less than 3 years in US schools are classified at level 1 (Beginner), the lowest level, while for students with more than 6 years in US schools, 45 percent have reached level 4 (Early Advanced) and another 18 percent have reached level 5 (Advanced). Note that the minimum score needed to reach each level varies by grade. For grade seven, the minimum scores are 447 for level 2, 502 for level 3, 556 for level 4, and 610 for level 5.

Table 2.49. Percentage of 2009 Grade Seven CELDT Students at Each CELDT Performance Level by Primary Language and Length of US Enrollment

Primary Language	Enrolled	N	Percentage at Each Level				
			1	2	3	4	5
General Education Students							
Spanish	< 3 Yrs	7,375	44.1%	15.7%	17.7%	15.1%	7.5%
	3-6 Yrs	12,753	4.6%	13.4%	33.0%	35.3%	13.6%
	> 6 Yrs	55,555	0.9%	5.4%	30.7%	45.0%	18.0%
Other	< 3 Yrs	4,434	29.3%	18.0%	20.7%	18.0%	14.1%
	3-6 Yrs	3,204	4.7%	9.9%	23.9%	33.9%	27.6%
	> 6 Yrs	6,063	0.9%	3.0%	20.6%	43.2%	32.3%
Students with Disabilities							
Spanish	< 3 Yrs	238	35.3%	21.9%	29.0%	12.2%	1.7%
	3-6 Yrs	1,563	22.6%	29.8%	31.1%	14.5%	2.1%
	> 6 Yrs	11,810	12.4%	26.6%	38.9%	19.1%	3.0%
Other	< 3 Yrs	50	48.0%	12.0%	18.0%	14.0%	8.0%
	3-6 Yrs	271	21.0%	21.0%	26.9%	23.6%	7.4%
	> 6 Yrs	1,153	14.5%	20.0%	35.5%	24.4%	5.6%

Table 2.50 shows average CELDT scores for students in each demographic category. The total score for an individual student is the average of the four individual scores (rounded up). Again, scores increased with length of enrollment. For general education students in US schools six or fewer years, speaking scores were lower than scores for the other CELDT domains. For students enrolled for more than six years, writing scores were the lowest.

Table 2.50. Average CELDT Scores for 2009 Grade Seven CELDT Students by Primary Language and Length of U.S. Enrollment

Primary Language	Enrolled	N	CELDT Score Mean				
			Total	Read	Write	Listen	Speak
General Education Students							
Spanish	< 3 Yrs	7,375	454	483	454	461	421
	3-6 Yrs	12,753	549	548	543	572	536
	> 6 Yrs	55,555	569	561	559	593	563
Other	< 3 Yrs	4,434	494	525	498	493	462
	3-6 Yrs	3,204	567	577	558	588	547
	> 6 Yrs	6,063	586	591	573	610	572
Students with Disabilities							
Spanish	< 3 Yrs	238	461	463	444	475	463
	3-6 Yrs	1,563	487	481	473	503	491
	> 6 Yrs	11,810	507	494	494	526	515
Other	< 3 Yrs	50	452	475	444	445	447
	3-6 Yrs	271	496	498	481	507	499
	> 6 Yrs	1,153	510	513	504	519	507

Next, we looked at reclassification rates. Reclassification requires that students meet the overall CELDT criterion and meet some other requirements as well. From the CELDT data, we could tell whether students met the CELDT criterion, but could not tell conclusively whether they had been reclassified. The CAHSEE data records indicated whether and when a student was reclassified as proficient. Table 2.51 shows a comparison of reclassification dates from the CAHSEE data and the year in which each student appears to have first met the CELDT criterion. For many students, the reclassification date was later than the date of first meeting the CELDT criterion. In only a few cases did the date of first meeting the CELDT appear to be later. Note that for about 15,000 cases there was no matching CAHSEE record and hence the RFEP date, if any, was unknown. For more than half of the students in the 2009 CELDT grade 7 cohort, there was a match to a CAHSEE record with no RFEP date. In nearly all cases, these students were still classified as English learners according to the CAHSEE records. Because CAHSEE information was missing for some students, we decided to focus on the date students first met the CELDT criterion as the primary indicator of success for English language development.

Table 2.51. Comparison of CAHSEE Reclassification Year with Year First Meeting CELDT Criterion for Grade Seven Students Taking CELDT in 2009

CAHSEE RFEP Year	Number First Meeting CELDT Criterion in:					
	2009	2010	2011	2012	None	Total
Before 2009	2,472	144	18	5	283	2,922
2009	12,736	372	5	2	295	13,410
2010	6,100	3,262	57	2	259	9,680
2011	3,399	1,205	815	57	191	5,667
2012	716	425	126	524	130	1,921
2013	83	75	13	33	117	321
Unknown	0	6,832	230	234	7,989	15,258
None	18,286	8,180	1,939	3,499	23,736	55,640
TOTAL	43,792	20,495	3,203	4,356	33,000	104,819

Table 2.52 shows the percentage of 2009 grade seven students in each demographic category first meeting the CELDT in each assessment year. Over half of the Spanish-speaking general education students who had been in the US more than 6 years met the CELDT criterion in 2009, with another quarter of the students in this category meeting the CELDT criterion sometime over the next three years. For students with other primary languages, more than two-thirds who had been in the US more than 6 years met the criterion in the 2009 and, overall, 88 percent met the criterion by 2012. The percentage of students with disabilities meeting the CELDT criterion was much lower, as also shown in Table 2.52.

Table 2.52. Year First Meeting CELDT Criterion for 2009 Grade Seven CELDT Students by Primary Language and Length of US Enrollment

Primary Language	Enrolled	N	Percentage First Meeting CELDT Criterion in:				Total
			2009	2010	2011	2012	
General Education Students							
Spanish	< 3 Yrs	7,375	16.2%	14.9%	5.9%	6.6%	43.6%
	3-6 Yrs	12,753	37.8%	21.2%	3.7%	5.0%	67.6%
	> 6 Yrs	55,555	51.5%	21.4%	2.5%	3.6%	79.0%
Other	< 3 Yrs	4,434	22.2%	23.6%	7.2%	7.7%	60.7%
	3-6 Yrs	3,204	50.2%	21.2%	3.6%	4.0%	79.0%
	> 6 Yrs	6,063	66.5%	17.7%	1.7%	2.0%	87.8%
Students with Disabilities							
Spanish	< 3 Yrs	238	9.2%	11.8%	1.7%	3.8%	26.5%
	3-6 Yrs	1,563	11.1%	10.4%	2.6%	3.7%	27.7%
	> 6 Yrs	11,810	15.9%	12.9%	2.6%	4.2%	35.5%
Other	< 3 Yrs	50	12.0%	10.0%	4.0%	2.0%	28.0%
	3-6 Yrs	271	22.5%	12.2%	1.9%	4.4%	41.0%
	> 6 Yrs	1,153	23.6%	14.8%	3.4%	4.4%	46.2%

Table 2.53 shows the percentage of students in each demographic matched to (a) CAHSEE records two to four years later, (b) the average CAHSEE ELA and mathematics scores, and (c) the percentage of students in the category passing both parts of the CAHSEE (scoring 350 or above on each test) on their first try. The relationship between CAHSEE scores and passing rates to length of enrollment in 2009 is not as clear as for other outcome variables shown above. It is possible that students with longer enrollments in 2009 completed English language development support earlier and did not do quite as well on the CAHSEE as students continuing to receive English language development support. This hypothesis needs further research.

Table 2.53. Initial CAHSEE Passing Rates and Score Means for 2009 Grade Seven CELDT Students by Primary Language and Length of US Enrollment

Primary Language	Enrolled	N	ELA		Mathematics		Percentage Passing Both
			Percentage Taking	Mean	Percentage Taking	Mean	
General Education Students							
Spanish	< 3 Yrs	7,375	69.2%	355.1	68.9%	368.5	35.7%
	3-6 Yrs	12,753	78.9%	359.0	79.0%	367.3	45.2%
	> 6 Yrs	55,555	85.2%	358.7	85.2%	365.1	47.9%
Other	< 3 Yrs	4,434	71.2%	375.5	71.4%	399.0	54.2%
	3-6 Yrs	3,204	83.4%	376.2	83.7%	394.3	66.5%
	> 6 Yrs	6,063	89.4%	373.7	89.3%	386.5	69.2%
Students with Disabilities							
Spanish	< 3 Yrs	238	65.5%	322.8	64.3%	337.8	10.5%
	3-6 Yrs	1,563	73.8%	327.2	73.5%	339.8	12.7%
	> 6 Yrs	11,810	80.5%	330.8	80.3%	341.7	15.5%
Other	< 3 Yrs	50	60.0%	331.6	60.0%	356.6	16.0%
	3-6 Yrs	271	74.5%	342.6	74.2%	357.6	22.5%
	> 6 Yrs	1,153	80.2%	341.4	80.5%	358.5	28.5%

CAHSEE records were found for most students in the CELDT 2009 grade seven cohort, ranging from two-thirds up to nearly 90 percent across the demographic categories. We attempted to find reasons why records were not found for the remaining students by examining exit code data. Table 2.54 lists the percentage of students in key exit code categories for each demographic group. Note that exit code data were not reliably available much before 2011, which is why exit code information was not found for the majority of students in each category. For students in the longest enrollment group, many had exit codes indicating that they had transferred to another California school, but no further exit information. Across categories, between 4 and 8 percent are shown as transferring out of state or out of the country and up to 3 percent more were classified as truant.

Table 2.54. Exit Code Distribution for 2009 Grade Seven CELDT Students With No Matching CAHSEE Records by Primary Language and Length of US Enrollment

Primary Language	Enrolled	N Not Matched	Percent No Exit	Transfer			Truant	Percent Complete
				In CA	In US	Out US		
General Education Students								
Spanish	< 3 Yrs	2160	84.9%	0.1%	1.2%	4.5%	1.1%	0.3%
	3-6 Yrs	2444	77.5%	11.3%	2.1%	4.3%	1.9%	0.3%
	> 6 Yrs	7004	64.7%	22.8%	2.2%	2.1%	2.9%	0.5%
Other	< 3 Yrs	1241	93.5%	2.4%	1.2%	2.0%	0.2%	0.1%
	3-6 Yrs	504	88.3%	4.2%	2.4%	2.4%	0.8%	0.4%
	> 6 Yrs	566	75.6%	12.2%	5.3%	1.9%	2.3%	0.4%
Students with Disabilities								
Spanish	< 3 Yrs	47	80.9%	8.5%	0.0%	8.5%	2.1%	0.0%
	3-6 Yrs	258	74.8%	12.8%	3.1%	4.3%	1.6%	0.8%
	> 6 Yrs	1411	65.3%	22.6%	1.9%	2.0%	2.8%	0.7%
Other	< 3 Yrs	13	92.3%	0.0%	0.0%	0.0%	0.0%	0.0%
	3-6 Yrs	39	74.4%	12.8%	5.1%	2.6%	0.0%	0.0%
	> 6 Yrs	121	77.7%	14.1%	3.3%	0.0%	0.8%	0.8%

Summary of Test Results

CAHSEE test results show significant increases in students' competency in targeted skills since the implementation of the CAHSEE requirement. As shown in Table 2.11, overall grade twelve passing rates for seniors have increased steadily from 91.2 percent for the Class of 2006 to 95.5 percent for this year's Class of 2013. Similarly, as shown in Table 2.22, overall passing rates for grade ten students taking the CAHSEE have increased steadily from 64 percent for the Class of 2006 (tested in 2004) to over 75 percent for the Class of 2015 tested last year. As shown in Table 2.22 and illustrated in Figure 2.5, initial passing rates have increased significantly for all demographic groups. That said, it should also be noted that passing rates for SWD are still unacceptably low and that passing rates for English learners are also low and have increased only modestly since the CAHSEE requirement went into effect. Passing rates for economically disadvantaged, Hispanic, and African American students also continue to be significantly lower than passing rates for white and Asian students at all grade levels.

A second encouraging finding is the large number of students who continue to try to pass the CAHSEE after their originally scheduled graduation date. Of the approximately 23,000 general education students in the Class of 2012 who did not complete the CAHSEE requirement by the end of grade twelve, more than 10,000 took the CAHSEE one or more times last year. More than 3,300 completed the CAHSEE requirement, as shown in Table 2.35. Also nearly 3,600 general education students in

the Class of 2011 who had not yet passed the CAHSEE continued to try to pass it last year and almost 1,000 did pass (Table 2.32). Finally, more than 1,800 general education students from the Class of 2010 took the CAHSEE last year, more than two years after their original graduation date, and more than 500 of them completed the CAHSEE requirement (Table 2.29).

A third significant trend since the implementation of the CAHSEE requirement has been the proportion of students taking more advanced mathematics courses in high school. As shown in Table 2.24, the percentage of students taking mathematics courses beyond Algebra I by grade ten has increased from 64 percent for the Class of 2008 to 75.5 percent for this year's grade ten students in the Class of 2015. All demographic groups showed significant increases in the percentage of students taking more advanced courses over this period, including very significant gains—from 33 percent to 47 percent—for students with disabilities. Here too, however, significant gaps exist. Analyses show that fewer SWD (47%), English learners (55%), economically disadvantaged students (71%), Native American (65%), African American (70%), and Hispanic (71%) students are taking advanced mathematics courses by grade ten compared to white (80%) and Asian (91%) grade ten students.

A fourth finding was that the effectiveness of English language development programs appears to be improving. More students have been reclassified as fluent and fewer are still classified as English learners in grade ten when they take the CAHSEE. English language development success appears to take time. A significant proportion (71 percent as shown in Table 2.46) of grade seven students taking the CELDT in 2009 had been enrolled in US schools more than six years. Students with longer enrollment periods were more likely to meet the CELDT criterion and to be reclassified (Table 2.48). There were some differences between students whose primary language was Spanish and students with other primary languages, with Spanish-speaking students appearing to take longer to be reclassified. There were also much lower success rates for students with disabilities, who had additional challenges beyond English language proficiency.

Finally, the CAHSEE gains for students with disabilities have been mixed. Passing rates for grade ten SWD have increased from the Class of 2006 to the Class of 2015 as shown in Figure 2.5. However, as shown in Figure 2.1, cumulative grade twelve passing rates for students with disabilities increased significantly (from 49 percent to 55 percent) when the exemption for SWD was lifted for the Class of 2008, but have decreased somewhat over the past two years (from 56 percent to 54 percent) when the exemption was reinstated for these students.

Chapter 3: Student Questionnaire Responses

Rebecca L. Norman Dvorak

HumRRO designed a 13-item student questionnaire designed to investigate multiple topics including how students (a) prepared for the CAHSEE, (b) made graduation and post-high school plans, (c) felt about course content and instruction coverage, and (d) put effort into the CAHSEE. This questionnaire was administered to all students at the end of the CAHSEE ELA and mathematics tests. Students who took both tests had two opportunities to answer the questionnaire. The questionnaire has been administered since 2001; we made significant changes in 2005 and minor changes in more recent years. This chapter provides results from both the mathematics and ELA questionnaires and is based on student response data from 2005 through 2013. First we examine grade ten student responses over time and broken down by demographic and test passing category, then follow up with a selection of responses for 2013 grade twelve students who had failed to pass the CAHSEE in grade ten and took the CAHSEE this past school year.

Grade Ten Student Questionnaire Respondents

Table 3.1 displays demographic characteristics of the grade ten students who completed the CAHSEE English-language Arts (ELA) and mathematics tests in 2013. Hispanic students accounted for slightly more than half of all grade ten students, with white students being the second largest racial/ethnic group at approximately 27 percent. More than 10 percent of grade ten students were classified as English Learners (EL), not with disability; while 6.3 percent were classified as students with disability (SWD), not EL. Only 2.4 percent of grade ten students were both EL and SWD. Just over half of the grade ten students were identified as economically disadvantaged (ED) based on inclusion in the national school lunch program (NSLP).

Table 3.1. Demographic Characteristics by Percentage of 2013 Grade Ten Student Questionnaire Respondents

Variable		ELA (n= 461,355)	Math (n= 461,372)
Gender	Female	49.1	49.1
	Male	50.9	50.9
Ethnicity	American Indian or Alaskan Native	0.7	0.7
	Asian	8.4	8.4
	Pacific Islander	0.3	0.3
	Filipino	3.0	3.0
	Hispanic	51.4	51.4
	African American	6.4	6.4
	White	26.9	26.9
	Multiple Races	2.9	2.9
Disability (SWD), not EL	No	93.7	93.7
	Yes	6.3	6.3
English Learner (EL), not SWD	No	89.7	89.7
	Yes	10.3	10.3
EL and SWD	No	97.6	97.6
	Yes	2.4	2.4
Economically Disadvantaged (ED)	No	46.2	46.2
	Yes	52.3	52.3

Table 3.2 presents the number of students who passed both the ELA and mathematics tests in 2012, only one of the two, and neither test. More than 78 percent of all grade ten students were successful on both tests in 2013, while just over 10 percent of tenth graders did not pass either test.

Table 3.2. Frequencies of 2013 Grade Ten Students by Tests Passed

Tests Passed	Frequency	Percent
Both	356,905	78.2%
Only ELA	24,328	5.3%
Only Math	27,376	6.0%
Neither	47,996	10.5%

Comparisons on Student Perspective

We analyzed the trends and changes in students' perceptions after they took the CAHSEE mathematics and ELA tests by comparing

- Grade ten student responses from 2005 to 2013;
- Grade ten student responses in 2013 by passing categories (whether they passed both tests, only ELA, only mathematics, or neither test);
- 2013 grade ten responses by key demographic characteristics (gender, ethnicity, disability status, English learner status, economic disadvantage status); and
- 2013 grade twelve responses in 2011 as Grade ten students and 2013 by those who passed in 2013 and those who did not.

The first part of this chapter presents the results of the first two sets of analyses—comparing student responses across years and by passing category. The results are organized by topic and question, and the response data are displayed using both tables and bar graphs. Modifications to test questions and response options have been applied as recently as the current administration – we note these changes and advise readers to consider them when observing trend data.

The second part of this chapter presents the results comparing student responses by key demographic characteristics. We also present a summary of findings by topic.

Lastly, we present and discuss a selection of responses of 2013 grade twelve students who are still attempting to pass the CAHSEE.

Findings from 2013 Grade Ten Student Responses

Test Preparation

Question 1: How did you prepare for this test?

Grade ten students in 2013 responded similarly to students of the previous year on how they prepared for the ELA and math tests. A slightly higher percentage of students in 2013 compared to previous years reported that they did not do anything in addition to regular course work to prepare for the test. Note that one option (marked A.*) was not included on the 2011, 2012, or 2013 questionnaires. This may have affected the student response patterns.

Table 3.3. Question 1: How Did You Prepare for This Test? (Mark All That Apply) (Grade Ten Students' Responses 2005–13)

After ELA	Percentage						
	2007	2008	2009	2010	2011	2012	2013
A.* A teacher or counselor told me about the purpose and importance of the test.	34.4	35.6	37.0	36.6	n/a	n/a	n/a
A. I practiced on questions similar to those on the test.	33.8	33.6	32.0	35.3	33.5	33.7	33.3
B. A teacher spent time in class helping me to get ready to take the test.	36.4	37.1	37.9	38.5	42.8	43.9	42.9
C. I took a special class during the regular school day that covered the topics on the CAHSEE.	5.1	5.7	6.4	6.6	7.5	7.5	7.0
D. I took a special class after school or during the summer that covered the topics on the CAHSEE.	3.1	3.0	3.3	3.3	3.7	4.1	3.5
E. I did not do anything in addition to regular course work to prepare for this test.	20.6	29.9	29.5	27.7	34.1	33.4	33.6

After Math	Percentage						
	2007	2008	2009	2010	2011	2012	2013
A.* A teacher or counselor told me about the purpose and importance of the test.	31.6	32.3	34.5	34.4	n/a	n/a	n/a
A. I practiced on questions similar to those on the test.	33.3	33.2	33.2	36.2	38.4	39.2	38.7
B. A teacher spent time in class helping me to get ready to take the test.	24.3	24.6	25.3	26.2	27.0	27.6	25.7
C. I took a special class during the regular school day that covered the topics on the CAHSEE.	4.5	4.9	5.7	5.7	6.8	6.8	6.3
D. I took a special class after school or during the summer that covered the topics on the CAHSEE.	2.8	2.7	3.0	3.1	3.4	3.7	3.3
E. I did not do anything in addition to regular course work to prepare for this test.	37.3	36.9	35.7	34.1	41.9	41.3	42.3

*This response option was not included on the 2011–2013 student questionnaires.

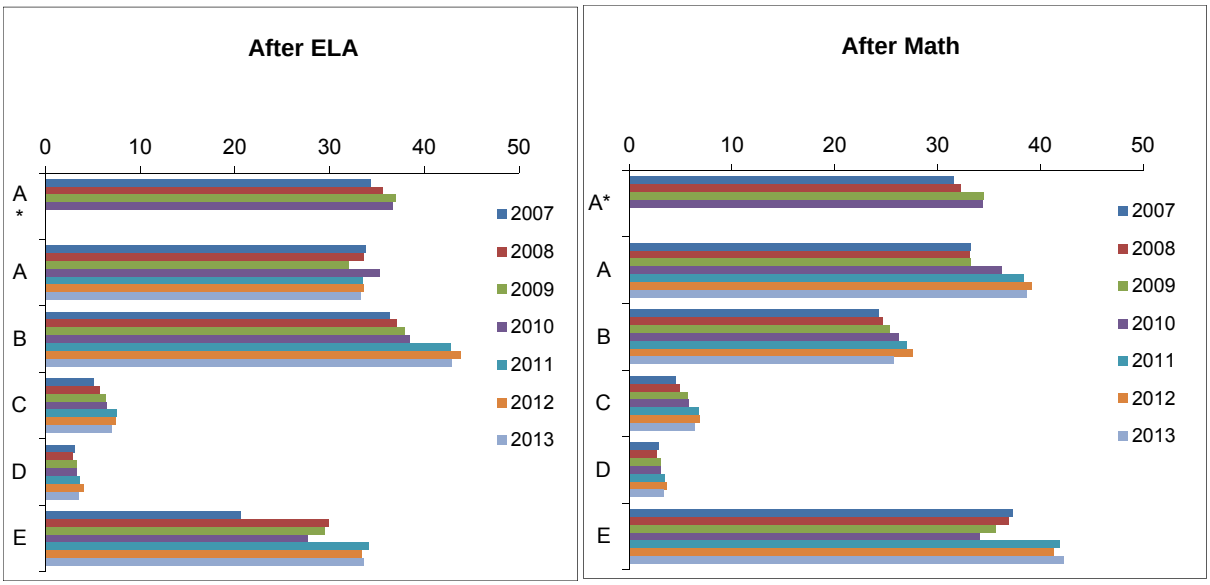


Figure 3.1. Test preparation by grade ten students over the years as reported after CAHSEE ELA and mathematics tests, in percentages.

As shown in Table 3.4, those who did not pass at least one test were more likely than those who passed both to have taken a special class that covered the topics on the CAHSEE. Those who passed both tests were the most likely of all students to respond that they did not do anything in addition to regular course work to prepare for the test. Regardless of numbers of tests passed, a higher percentage of students reported practicing on similar questions for the mathematics exam than for the ELA exam; however, a higher percentage of students reported that a teacher spent time helping them get ready for the ELA exam compared to the mathematics exam.

Table 3.4. Question 1: How Did You Prepare for This Test? (Mark All That Apply) (Percentages of 2013 Grade Ten Student Responses by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. I practiced on questions similar to those on the test.	33.3	33.8	34.1	33.4	37.9	40.6	45.6	40.8
B. A teacher spent time in class helping me to get ready to take the test.	44.4	40.0	41.2	34.5	25.0	26.7	31.8	28.2
C. I took a special class during the regular school day that covered the topics on the CAHSEE.	5.9	10.3	10.9	11.3	5.5	8.7	9.6	9.7
D. I took a special class after school or during the summer that covered the topics on the CAHSEE.	3.2	4.0	5.4	4.7	3.1	3.6	4.5	3.9
E. I did not do anything in addition to regular course work to prepare for this test.	35.8	26.6	23.7	24.1	46.2	33.0	24.7	25.7

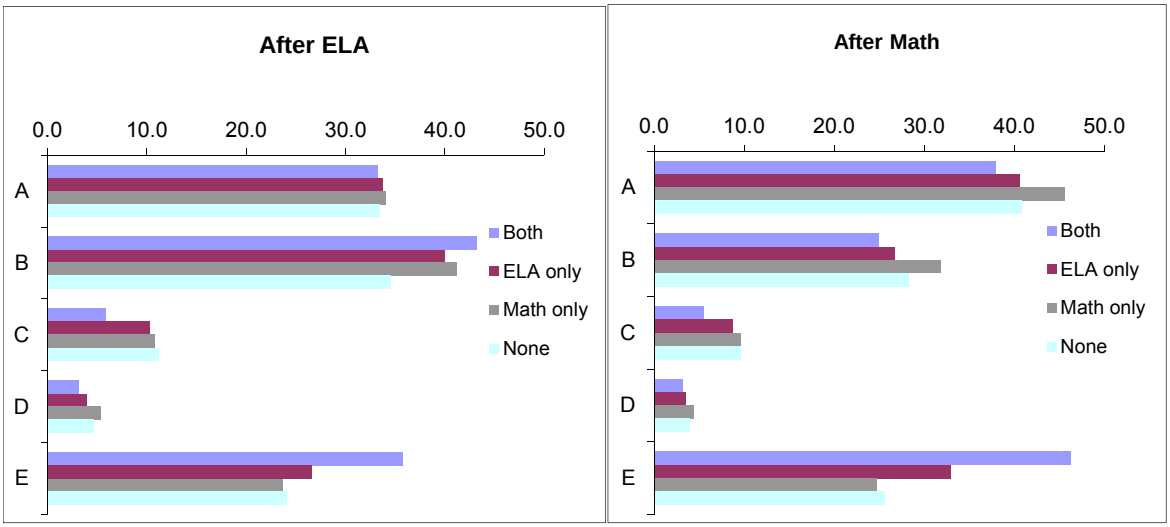


Figure 3.2. Test preparation of students as reported after taking CAHSEE ELA and mathematics tests, by tests passed in 2013, in percentages.

Question 2: What materials did you use to prepare for this test?

Question 2 was a new addition to the student questionnaire in 2009. Response options were modified in 2011 to provide a new choice which may affect the comparability of student responses over time. More students in 2013 reported having used the ELA or mathematics student guides than in 2011 or 2012 to prepare for the CAHSEE exams. The percentage of grade 12 students using textbooks to prepare has decreased for both tests;

the decrease from 2009 to 2013 was more than 14 percentage points for mathematics test respondents (see Table 3.5).

Table 3.5. Question 2: What Materials Did You Use to Prepare for This Test? (Mark All That Apply) (Grade Ten Student Responses, 2009–13)

After ELA	Percentage				
	2009	2010	2011	2012	2013
A. Textbooks	20.0	18.7	13.0	12.6	10.9
B. ELA Student Guide	19.2	29.4	11.2	10.7	13.6
B.* Mathematics Student Guide	8.1	13.3	n/a	n/a	n/a
C. CAHSEE Online Prep**	8.5	7.5	12.2	12.9	13.6
D. Released (sample) test questions	39.8	37.7	39.9	41.6	40.1
E. Other Resources	37.7	32.9	20.2	20.4	19.0
F. I did not use any materials to prepare.	n/a	n/a	27.9	27.3	27.4

After Math	Percentage				
	2009	2010	2011	2012	2013
A. Textbooks	28.9	27.2	17.5	16.5	14.0
B.* ELA Student Guide	9.6	12.8	n/a	n/a	n/a
B. Mathematics Student Guide	12.6	21.9	14.0	13.8	19.6
C. CAHSEE Online Prep**	7.5	6.8	10.0	10.6	10.9
D. Released (sample) test questions	29.8	28.6	28.8	30.6	28.2
E. Other resources	38.7	34.0	16.3	16.5	14.2
F. I did not use any materials to prepare.	n/a	n/a	35.6	35.3	35.9

*Response option not included in 2011–13.
**Wording slightly modified in 2011–13.

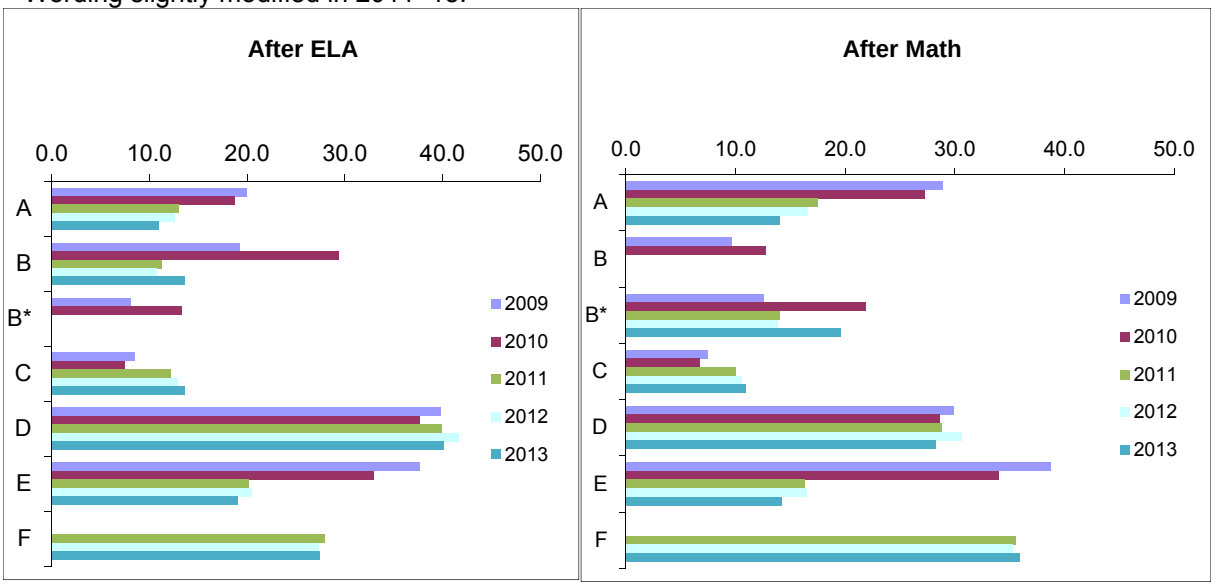


Figure 3.3. Students' report of materials used to prepare for CAHSEE ELA and mathematics tests, 2009–13, in percentages.

Table 3.6 shows that students who passed both tests were the least likely of all grade 10 students to use textbooks, the ELA or mathematics student guides, or the

CAHSEE online prep to prepare; however, these students were the most likely to use released (sample) items in preparation for the tests.

Table 3.6. Question 2: What Materials Did You Use to Prepare for This Test? (Mark All That Apply) (Percentages of Grade Ten Student Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. Textbooks	9.6	13.8	15.6	17.1	12.6	17.5	19.9	19.4
B. ELA/Math Student Guide	12.9	15.1	17.7	16.6	17.9	23.9	28.7	25.8
C. CAHSEE Online Prep	12.5	16.2	18.9	17.8	10.0	13.0	15.5	14.3
D. Released (sample) test questions	43.9	34.0	29.2	19.9	30.4	24.7	23.4	16.1
E. Other resources	18.3	22.1	22.2	20.9	13.3	17.9	18.0	17.4
F. I did not use any materials to prepare.	29.4	19.6	18.0	20.3	39.9	23.8	19.2	20.4

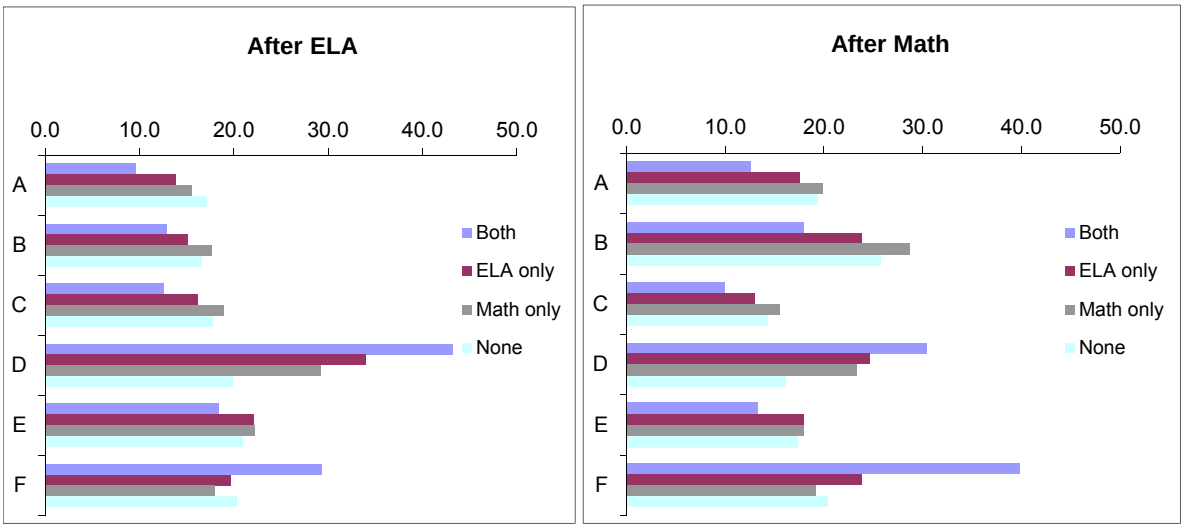


Figure 3.4. Materials used by grade ten students, by percentage, as reported after taking ELA and mathematics tests in 2013.

Graduation Expectations and Post-High School Plans

Question 3: Do you think you will receive a high school diploma?

Question 3 was revised for the 2009 CAHSEE administration, providing four years of comparison data. Option F was modified in 2011. A slightly higher percentage of grade 10 students expected to graduate with their class or earlier in 2013 than in the previous years (see Table 3.7).

Table 3.7. Question 3: Do You Think You Will Receive a High School Diploma? (Grade Ten Student Responses, 2009–13)

After ELA	Percentage				
	2009	2010	2011	2012	2013
A. Yes, with the rest of my class (or earlier).	84.4	84.3	83.8	85.0	85.7
B. Yes, but I will likely have to take classes after my original graduation date.	9.9	10.2	10.4	9.8	9.2
C. Yes, but I will pursue a diploma in Adult Education.	2.5	2.4	2.5	2.3	2.2
D. No, I probably will not receive a high school diploma.	2.1	2.0	2.0	1.7	1.7
E. No, I plan to take the GED.	0.7	0.7	0.7	0.6	0.5
F. No, but I plan to go to community college.	n/a	n/a	0.7	0.7	0.6
F.* No, I plan to take the CHSPE.	0.4	0.4	n/a	n/a	n/a
After Math	**Percentage**				
	2009	**2010**	**2011**	**2012**	**2013**
A. Yes, with the rest of my class (or earlier).	84.0	83.9	82.9	84.3	84.7
B. Yes, but I will likely have to take classes after my original graduation date.	10.1	10.3	10.7	10.0	9.5
C. Yes, but I will pursue a diploma in Adult Education.	2.3	2.3	2.4	2.2	2.3
D. No, I probably will not receive a high school diploma.	2.4	2.4	2.4	2.1	2.1
E. No, I plan to take the GED.	0.8	0.8	0.8	0.7	0.7
F. No, but I plan to go to community college.	n/a	n/a	0.9	0.8	0.8
F.* No, I plan to take the CHSPE.	0.5	0.5	n/a	n/a	n/a

*Option F was revised in 2011.
**California High School Proficiency Examination.

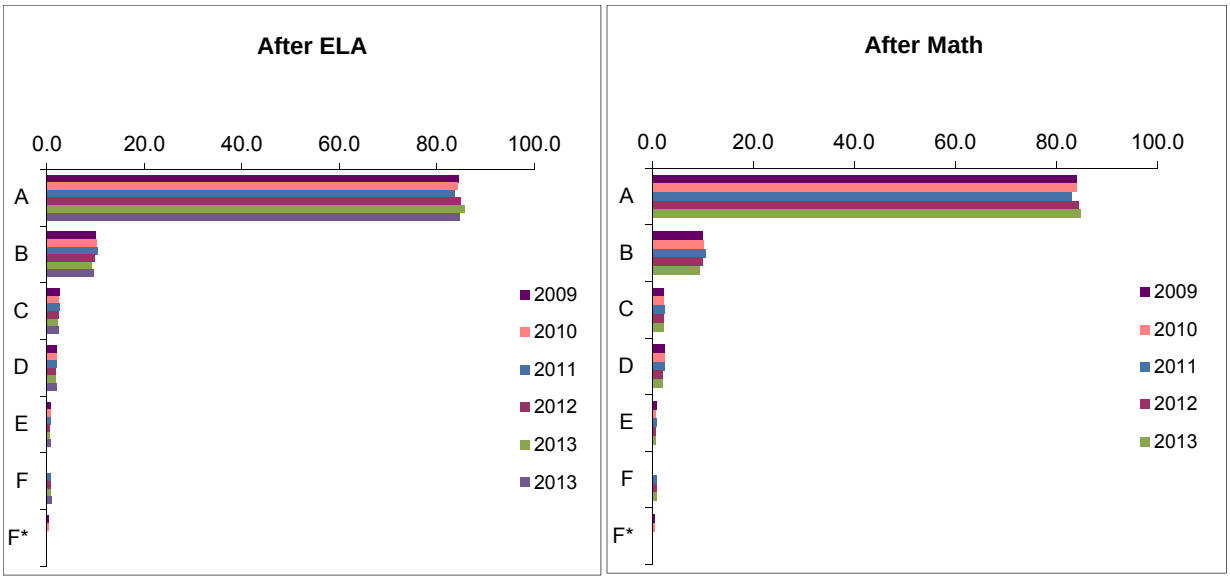


Figure 3.5. Comparison of grade ten students' expectations of receiving a high school diploma, by percentage, after taking ELA and mathematics tests, 2009–13.

As shown in Table 3.8, the majority of students in each group (passed both tests, passed ELA only, passed math only, or passed none) responded that they were most likely to receive a high school diploma with the rest of their class or earlier. However, only slightly more than half of those who did not pass either test selected this option, while over 90 percent of those who passed both tests did. Among grade 10 students who passed neither test 7.9 percent (after ELA) and 8.8 percent (after math) do not expect to receive a high school diploma.

Table 3.8. Question 3: Do You Think You Will Receive a High School Diploma? (Percentages of Grade Ten Students' Responses in 2013 by Pass or Not Pass)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. Yes, with the rest of my class (or earlier).	92.0	72.0	67.4	53.2	91.1	68.0	68.9	52.7
B. Yes, but I will likely have to take classes after my original graduation date.	5.6	20.0	20.9	25.8	5.8	21.5	19.6	25.4
C. Yes, but I will pursue a diploma in Adult Education.	1.2	3.3	4.8	7.8	1.3	3.6	4.6	7.6
D. No, I probably will not receive a high school diploma.	0.7	2.8	4.3	7.9	0.9	4.2	4.4	8.8
E. No, I plan to take the GED.	0.3	0.9	0.9	2.4	0.4	1.2	1.0	2.6
F. No, but I plan to go to community college.	0.3	1.0	1.7	3.0	0.5	1.4	1.6	3.0

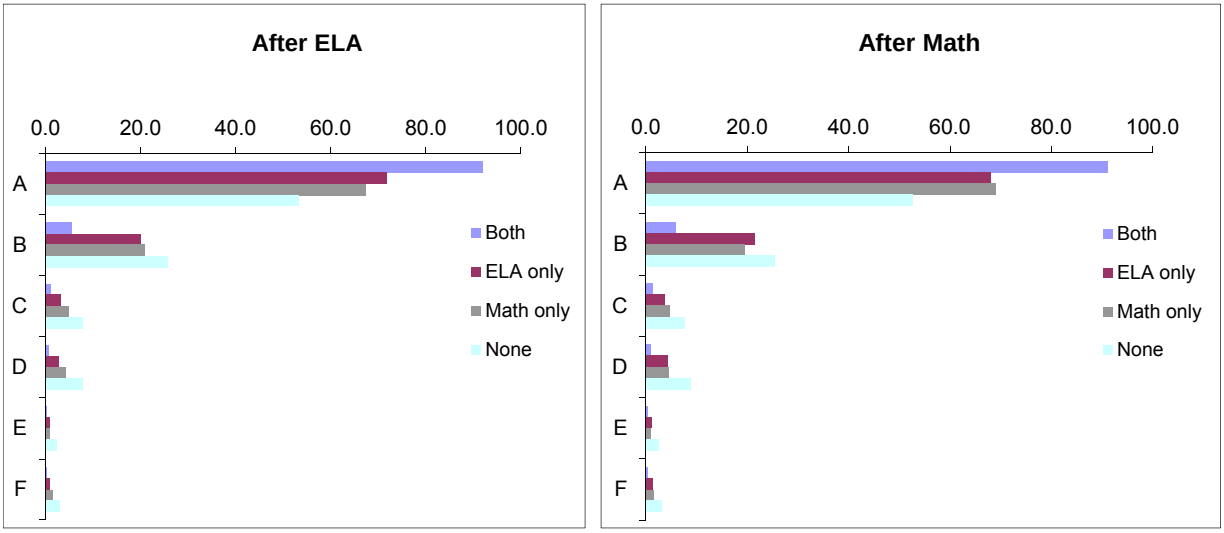


Figure 3.6. Comparison of grade ten students' expectations of receiving a diploma, by tests passed in 2013, in percentages.

Question 4: What might prevent you from obtaining a high school diploma?

After rising three points in 2009, the percentage of students concerned that they might not pass the CAHSEE exam decreased each year from 2009 to 2013, when it returned to almost the 2008 level. The percentage of students reporting that they may drop out of school before the end of grade twelve was lower in 2013 than in previous years.

Table 3.9. Question 4: What Might Prevent You From Receiving a High School Diploma? (Mark All That Apply) (Grade Ten Responses, 2005–13)*

After ELA	Percentage						
	2007	2008	2009	2010	2011	2012	2013
A. I may not pass all the required courses.	19.7	18.8	21.8	21.7	19.6	19.4	18.9
B. I may not pass the CAHSEE exam.	20.6	18.9	20.6	18.7	15.9	16.0	16.4
C. I may drop out before the end of 12th grade.	2.5	2.3	2.6	2.5	2.3	2.0	1.9
D. I may not meet some other graduation requirement.	13.4	12.6	12.2	12.2	11.8	11.7	11.2
E. I am confident I will receive a high school diploma.	63.3	65.6	63.1	63.9	65.5	66.6	66.4
After Math	**Percentage**						
	2007	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
A. I may not pass all the required courses.	21.4	20.3	23.8	23.6	21.0	20.9	20.1
B. I may not pass the CAHSEE exam.	23.3	21.4	22.8	21.1	19.0	18.8	19.3
C. I may drop out before the end of 12th grade.	2.8	2.6	2.9	2.8	2.5	2.2	2.1
D. I may not meet some other graduation requirement.	12.6	11.8	10.3	10.2	9.8	9.7	9.3
E. I am confident I will receive a high school diploma.	59.8	62.2	59.4	60.3	62.0	63.3	62.9

*In 2009 the wording of question 4 was changed from 'what might prevent you from graduating high school' to 'what might prevent you from receiving a high school diploma.'

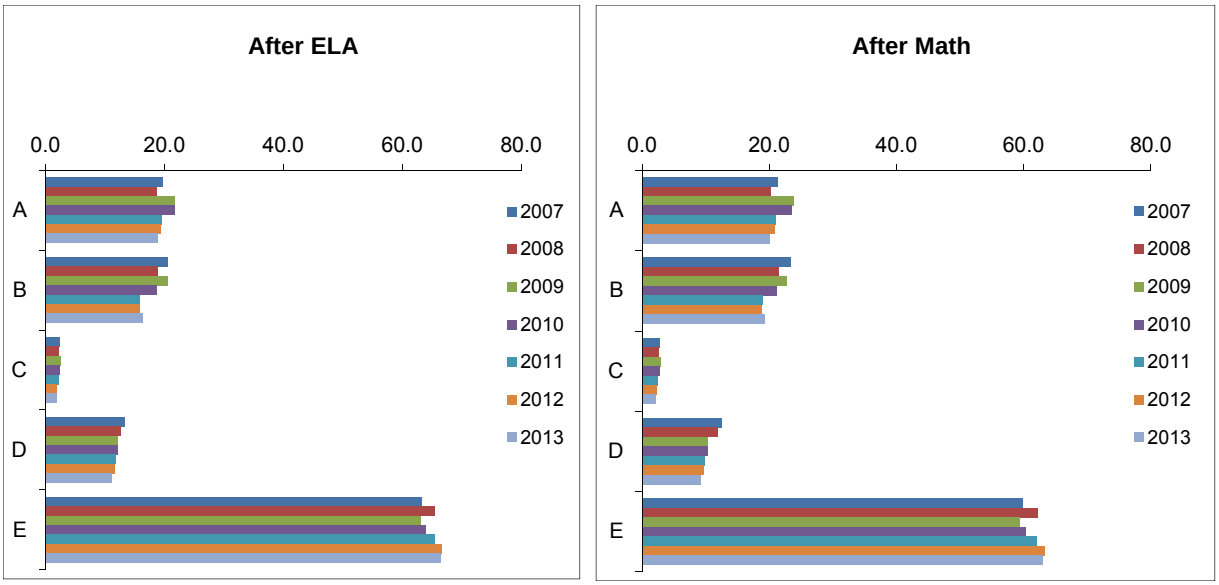


Figure 3.7. Grade ten respondents' reasons why they might not graduate with their class, as reported from 2007 through 2013, in percentages.

Table 3.10 shows that those who passed only ELA were the most likely to believe that failure to pass a class might prevent them from receiving a high school diploma, with about one-third of these students selecting this option. Close to 40 percent of those who did not pass either test felt that the CAHSEE exam might prevent them from receiving a diploma. More than 70 percent of those who passed both tests were confident that they would graduate.

Table 3.10. Question 4: What Might Prevent You From Receiving a High School Diploma? (Mark All That Apply) (Percentages of Grade Ten Students' Responses by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. I may not pass all the required courses.	16.5	32.7	26.8	26.2	17.6	33.1	29.6	27.2
B. I may not pass the CAHSEE exam.	11.4	30.3	35.7	38.2	14.0	40.2	35.3	41.1
C. I may drop out before the end of 12th grade.	1.2	2.2	4.1	5.7	1.5	2.9	3.7	5.8
D. I may not meet some other graduation requirement.	10.2	18.5	14.7	13.5	8.4	13.9	12.0	11.2
E. I am confident I will receive a high school diploma.	74.6	40.6	39.3	31.2	71.2	32.9	37.9	28.4

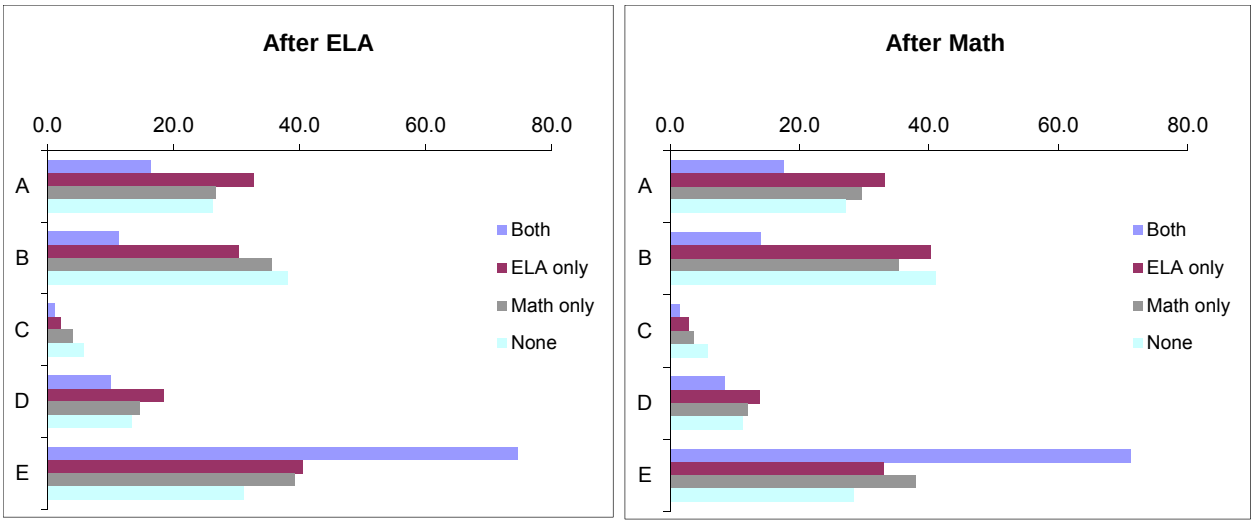


Figure 3.8. Reasons reported by grade ten students for possibly not receiving a diploma on time, by tests passed in 2013, in percentages.

In addition to examining the responses to Question 4 by trend and by tests passed, we also examined responses based on students' responses to option 'B' of the question, comparing students who believed that passing the CAHSEE might prevent them from receiving a high school diploma with those who did not feel this way. Table 3.11 presents these results. Disaggregating data in this way reveals that just under 30 percent of those who were concerned with passing the CAHSEE also felt that failure to pass the required course work might prevent them from a diploma. More than 75 percent of students who did not think the CAHSEE would prevent them from earning a high school diploma were confident that they would graduate.

Table 3.11. Question 4: What Might Prevent You From Receiving a High School Diploma? (Mark All That Apply) (Percentages of Grade Ten Students' Responses in 2013 by Response to Option –B: 'I may not pass the CAHSEE exam')

Response	After ELA Questionnaire		After Math Questionnaire	
	Selected Option B	Did not Select Option B	Selected Option B	Did not Select Option B
A. I may not pass all the required courses.	28.0	17.2	26.6	18.5
B. I may not pass the CAHSEE exam.	100.0	0.0	100.0	0.0
C. I may drop out before the end of 12th grade.	2.8	1.7	2.5	2.1
D. I may not meet some other graduation requirement.	17.9	9.9	13.3	8.3
E. I am confident I will receive a high school diploma.	13.1	76.9	9.8	75.6

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

Response Option F for Question 5 was modified in 2009 and we include only the comparable data in Table 3.12. The data reveal an upward trend in the percentage of students expecting to attend a four-year college or university and to join the military. A smaller percentage of students in 2013 expect to attend a community college than in previous years.

Table 3.12. Question 5: What Do You Think You Will Do After High School? (Responses from Grade Ten Students, 2009–13)

After ELA	Percentage				
	2009	2010	2011	2012	2013
A. I will join the military.	5.0	5.8	6.1	6.1	6.6
B. I will go to a community college.	22.8	22.1	19.8	18.7	17.0
C. I will go to a 4-year college or university.	60.0	60.1	62.0	63.5	64.7
D. I will go to a vocational, technical, or trade school.	4.0	3.9	4.0	3.9	3.9
E. I will work full-time.	4.3	4.1	4.1	3.9	3.9
F. Do something else (besides school, work, or the military)	3.9	4.0	3.9	3.8	4.0
After Math	**Percentage**				
	2009	**2010**	**2011**	**2012**	**2013**
A. I will join the military.	5.6	6.3	6.5	6.5	7.0
B. I will go to a community college.	22.5	21.9	19.5	18.4	16.9
C. I will go to a 4-year college or university.	59.6	59.7	61.8	63.3	64.2
D. I will go to a vocational, technical, or trade school.	3.8	3.7	3.8	3.7	3.6
E. I will work full-time.	4.4	4.2	4.4	4.2	4.1
F. Do something else (besides school, work, or the military)	4.1	4.2	4.2	4.0	4.2

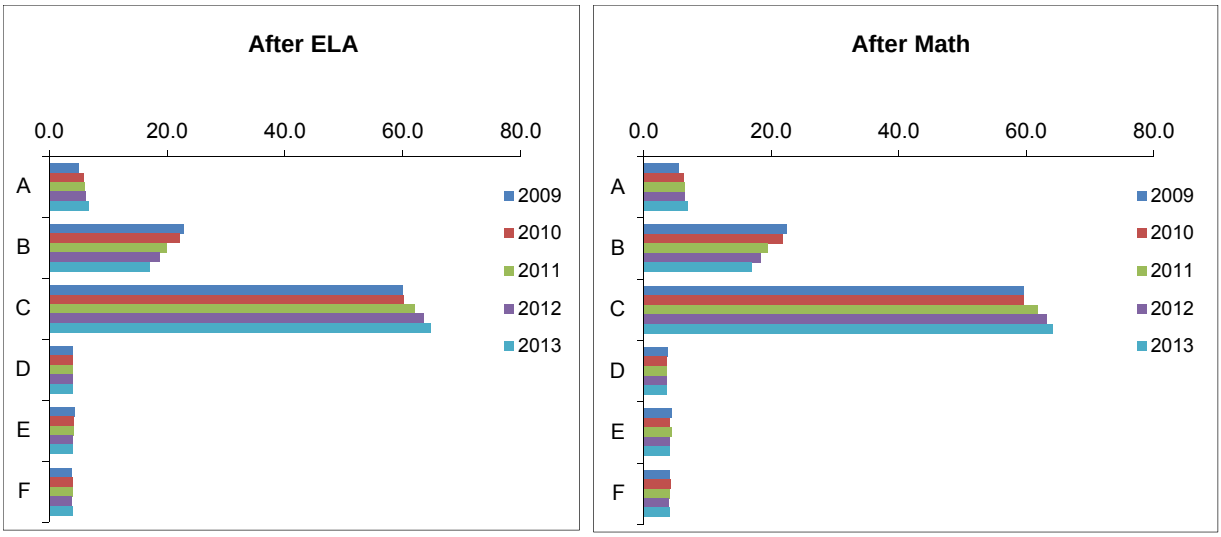


Figure 3.9. Grade ten students' estimate of what they will do after high school, by percentage, 2009–13, after taking ELA and mathematics tests.

Those who did not pass either test were the most likely to report that they would join the military or work full time after high school, while those who passed both tests were most likely to report that they would attend a four-year college or university. Those who passed ELA only were the most likely to plan on attending a community college. The most popular response (more than 70% for both tests) for all groups, regardless of tests passed, was to attend a four-year college or university (see Table 3.13).

Table 3.13. Question 5: What Do You Think You Will Do After High School? (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. I will join the military.	5.3	10.1	11.0	13.1	5.7	10.6	10.9	13.2
B. I will go to a community college.	14.9	27.7	22.9	24.3	14.7	28.1	23.0	24.7
C. I will go to a 4-year college or university.	71.2	43.6	46.8	34.6	70.8	42.2	47.0	34.4
D. I will go to a vocational, technical, or trade school.	3.5	4.9	5.0	6.1	3.2	4.7	4.6	5.7
E. I will work full-time.	2.3	6.8	7.9	12.5	2.5	7.2	8.0	12.7
F. Do something else (besides school, work, or the military)	2.9	6.9	6.5	9.5	3.1	7.1	6.5	9.5

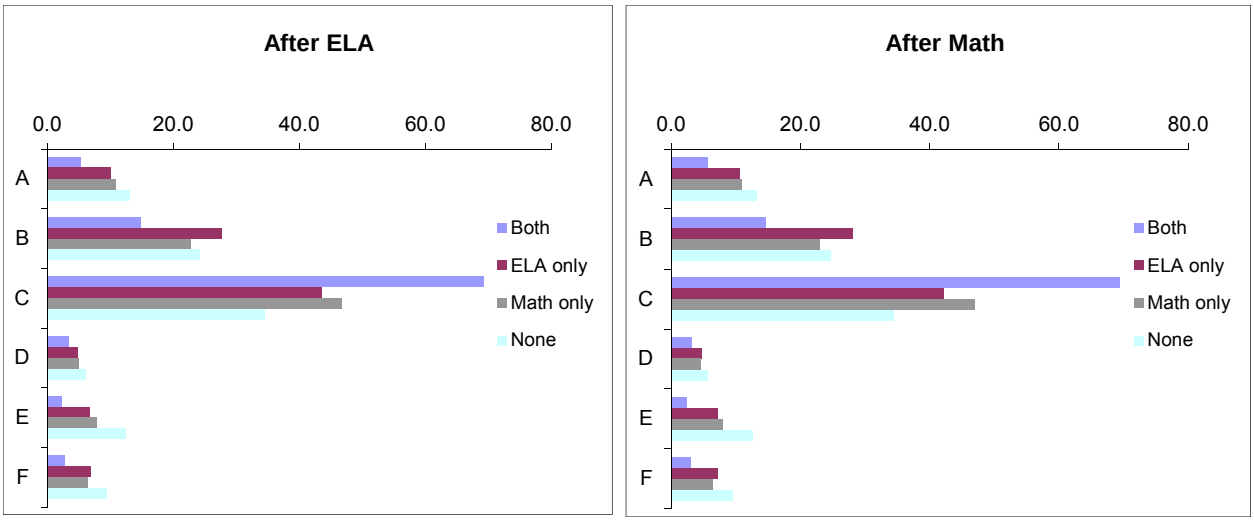


Figure 3.10. Grade ten students' estimate of what they will do after high school by tests passed in 2013, in percentages.

Test Performance and Influencing Factors

Question 6: How well did you do on this test:

In 2011 Question 6 was modified from "The main reasons I did not do as well as I could have on this test" to "How well did you do on this test." This change should be considered when examining the response data. The majority of students each year responded that they did as well as they could have on the tests. Students reported nervousness as the most common factor affecting their performance.

Table 3.14. Question 6: How Well Did You Do on This Test? (Mark All That Apply) (Grade Ten Students' Responses, 2009–13)

After ELA	Percentage				
	2009	2010	2011	2012	2013
A. I did as well as I could.	86.7	87.3	79.8	79.6	79.0
B. I was too nervous to do as well as I could.	9.0	8.6	6.8	7.4	7.8
C. I was not motivated to do well.	4.2	4.1	3.5	3.4	3.4
D. I did not have time to do as well as I could.	1.5	1.3	1.2	1.2	1.3
E. Conditions in the testing room made it difficult to concentrate.	4.7	4.3	3.7	3.7	3.5
F. There were other reasons why I did not do as well as I could.	4.6	4.1	3.4	3.6	3.5

After Math	Percentage				
	2009	2010	2011	2012	2013
A. I did as well as I could.	86.4	86.3	84.8	85.9	85.7
B. I was too nervous to do as well as I could.	9.3	9.3	9.0	9.2	9.3
C. I was not motivated to do well.	3.9	3.9	4.3	4.0	3.9
D. I did not have time to do as well as I could.	1.3	1.2	1.2	1.1	1.2
E. Conditions in the testing room made it difficult to concentrate.	3.6	3.4	3.4	3.2	2.9
F. There were other reasons why I did not do as well as I could.	5.3	5.0	5.8	5.6	5.2

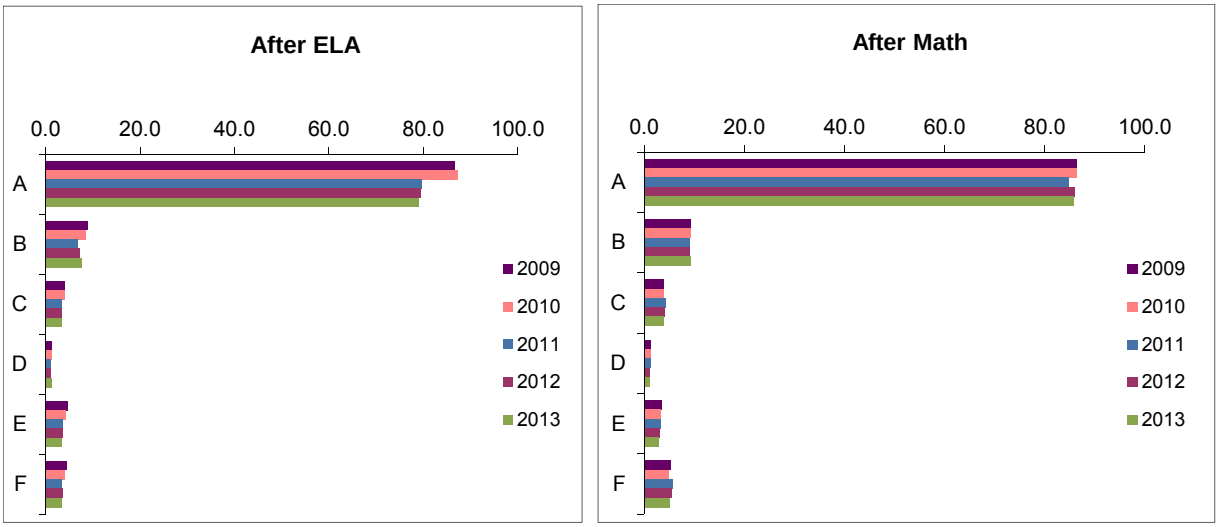


Figure 3.11. Reasons given by grade ten students for why they did or did not do as well as they could on ELA and mathematics tests in 2009–13, in percentages.

Table 3.15 reveals that those who passed both tests were more likely than all other students to report that they did as well as they could on the CAHSEE; those who passed neither test were the least likely to do so. Among students who did not pass

either test, approximately 15 percent of students after ELA and 19 percent of students after mathematics said that nervousness affected how well they did on the CAHSEE. Very few students felt that time or testing conditions prevented them from doing as well as they could.

Table 3.15. Question 6: How Well Did You Do on This Test? (Mark All That Apply) (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. I did as well as I could.	83.9	77.2	62.6	55.6	89.6	72.3	79.4	66.6
B. I was too nervous to do as well as I could.	6.1	8.3	16.6	15.0	7.1	17.6	15.7	18.9
C. I was not motivated to do well.	2.9	3.3	5.8	6.1	3.1	7.2	5.3	8.1
D. I did not have time to do as well as I could.	1.0	1.0	2.3	2.9	0.8	1.6	1.9	3.4
E. Conditions in the testing room made it difficult to concentrate.	3.6	2.9	3.4	3.4	2.8	3.1	2.8	3.7
F. There were other reasons why I did not do as well as I could.	3.2	2.8	4.9	4.9	4.5	10.8	4.4	7.4

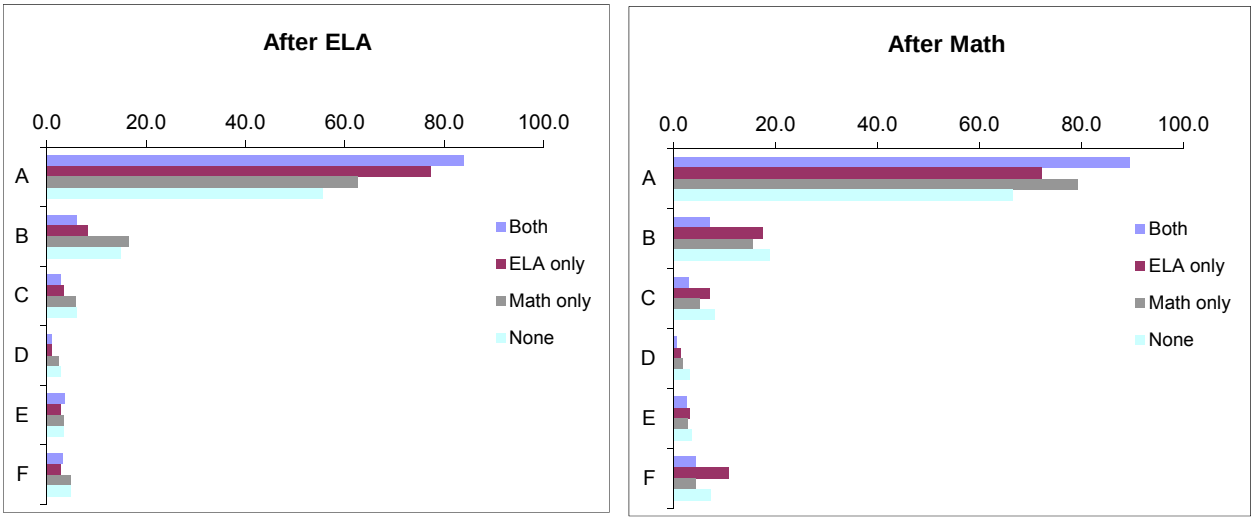


Figure 3.12. Reasons given by grade ten students for not doing as well as they could on the CAHSEE, by tests passed in 2013, in percentages.

Content and Instruction Coverage

Question 7: Were the topics on the test covered in courses you have taken?

Table 3.16 shows that, despite no change between 2012 and 2013 for ELA, the percentage of students who believe that most or all of the topics on the CAHSEE were

covered in their courses has increased slightly between 2005 and 2013—with a slightly higher percentage of ELA test takers than mathematics test takers reporting that topics were similar. As in previous years, options A and B were combined.

Table 3.16. Question 7: Were the Topics on the Test Covered in Courses You Have Taken? (Grade Ten Students' Responses, 2005–13)

After ELA	Percentage								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. Yes, all of them. B. Most, but not all of them (two-thirds or more were covered).	92.2	93.3	93.7	93.9	94.2	95.1	94.7	95.2	95.2
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	7.7	6.7	6.3	6.1	5.8	4.9	5.4	4.8	4.8
After Math	**Percentage**								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. Yes, all of them. B. Most, but not all of them (two-thirds or more were covered).	88.9	90.6	91.5	92.3	92.4	92.7	91.3	92.0	92.3
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	11.1	9.4	8.4	7.7	7.6	7.4	8.8	8.0	7.7

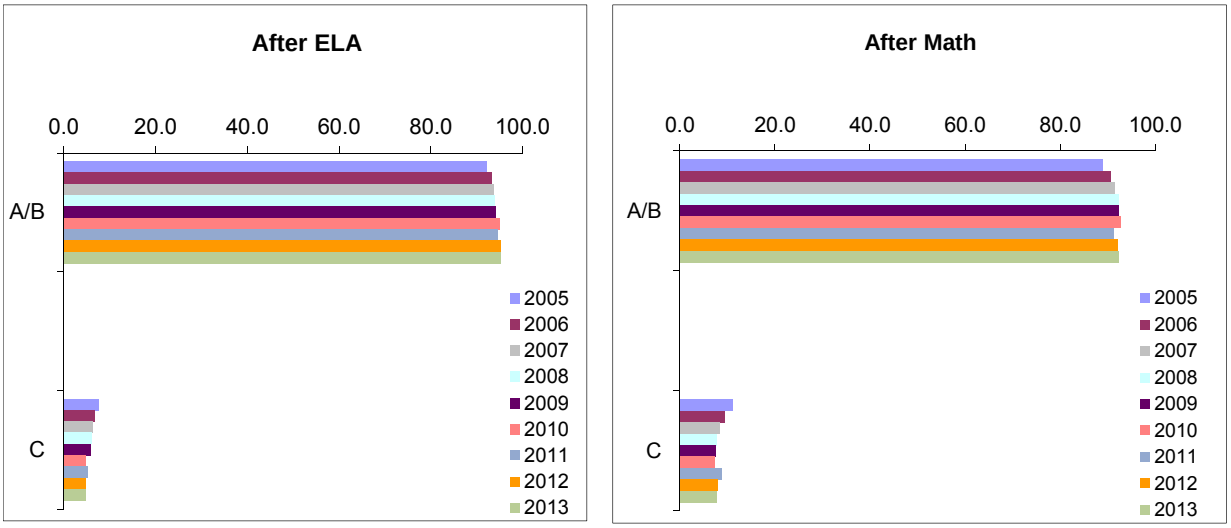


Figure 3.13. Opinions reported by grade ten students, 2005–13, of whether all materials tested were covered in the courses they took, in percentages.

Table 3.17 reveals that students who did not pass either test were the most likely to report that topics on the CAHSEE were not covered in their courses. Also, students who passed only one test were more likely to report that the topics were not covered than those who passed both. However, the majority of all categories of passing students said that at least most of the topics were covered during their courses.

Table 3.17. Question 7: Were the Topics on the Test Covered in Courses You Have Taken? (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. Yes, all of them.								
B. Most, but not all of them (two-thirds or more were covered).	97.0	93.8	88.8	85.0	94.5	82.7	89.8	81.6
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	3.0	6.2	11.2	15.1	5.5	17.3	10.2	18.4

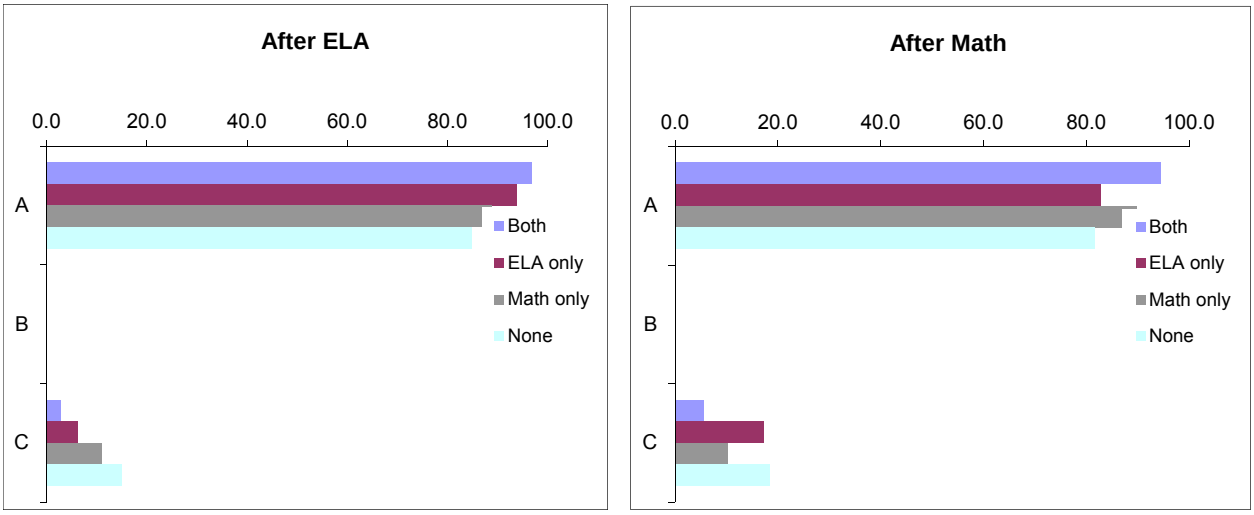


Figure 3.14. Responses of grade ten students as to whether topics tested on CAHSEE ELA and mathematics tests were covered in the courses they took, by tests passed in 2013, in percentages.

Question 8: 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?

Slightly less than half of the grade 10 students reported that all items on the CAHSEE were similar to those they had encountered. More students reported that items differed from those they had encountered after math than after ELA (see Table 3.18).

Table 3.18. Question 8: 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? (Grade Ten Students' Responses, 2005–13)

After ELA	Percentage								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. Yes, many were different from anything I had seen before.	9.3	11.9	11.4	11.3	11.1	10.1	9.7	9.5	9.8
B. Yes, a few were different from anything I had seen before.	49.5	48.9	47.8	49.0	45.1	43.5	41.3	40.6	41.5
C. No, all were similar to ones used in my classes	41.2	39.1	40.7	39.7	43.8	46.4	48.9	49.9	48.8

After Math	Percentage								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. Yes, many were different from anything I had seen before.	14.4	13.5	12.6	11.7	12.4	11.9	12.3	11.7	11.6
B. Yes, a few were different from anything I had seen before.	51.0	49.2	47.2	45.7	44.9	44.4	43.8	43.1	41.9
C. No, all were similar to ones used in my classes	34.7	37.3	40.1	42.7	42.7	43.6	43.9	45.3	46.5

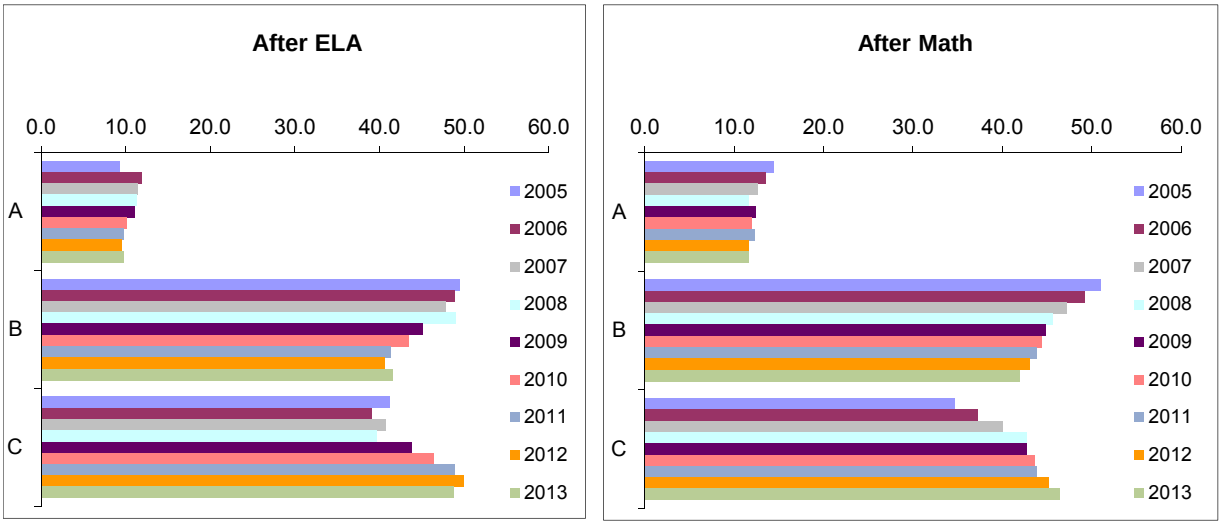


Figure 3.15. Percentage of grade ten students, 2005–13, who said questions were the same or different from those encountered in class tests, in percentages.

When broken down by test passing category, the data reveal that the majority of those who did not pass at least one test found that a few or many test questions were different from anything they had seen before; while just over half of those who passed both tests reported all questions to be similar to what they had encountered in their classes (see Table 3.19).

Table 3.19. Question 8: 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? (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. Yes, many were different from anything I had seen before.	7.1	11.0	19.6	24.8	8.7	20.7	18.0	26.5
B. Yes, a few were different from anything I had seen before.	38.7	49.6	55.8	51.2	38.6	55.9	55.5	53.0
C. No, all were similar to ones used in my classes	54.2	39.4	24.6	24.0	52.7	24.1	26.4	20.5

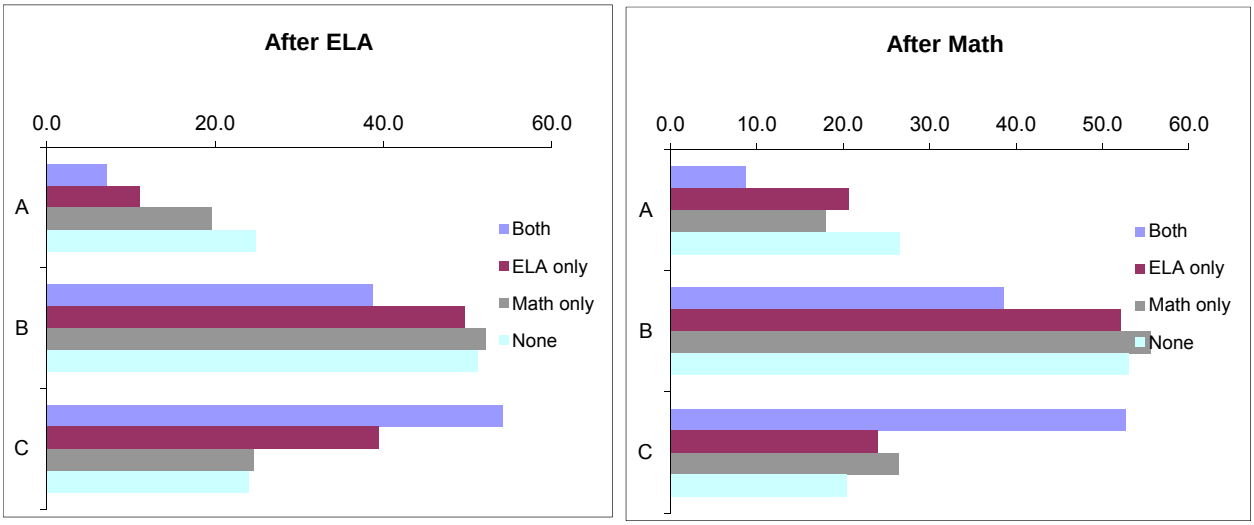


Figure 3.16. Grade ten students' responses regarding difference or similarity of CAHSEE tests to classroom tests, by CAHSEE tests passed in 2013, in percentages.

Question 9: Were the questions on this test more difficult than questions you were given in classroom tests or homework assignments?

Table 3.20 provides a summary of the percentage of students who felt test items were more difficult, the same, or easier than those they had encountered in class. Percentages for options B and C are combined because questions on the CAHSEE are intended to be either equally difficult or less difficult than those encountered in class. A smaller percentage of students in 2013 found the mathematics items to be more difficult than those they had encountered in class; however, a slightly higher percentage of students taking the ELA exam in 2013 reported the items to be more difficult than what they had encountered than in 2010–2012.

Table 3.20. Question 9: Were the Questions on This Test More Difficult Than Questions You Were Given in Classroom Tests or Homework Assignments? (Grade Ten Students' Responses, 2005–13)

After ELA	Percentage								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. Yes, the test questions were generally more difficult than the questions I encountered in my course work.	17.5	16.3	16.5	16.6	14.1	12.3	12.1	12.1	12.6
B. The test questions were generally about as difficult as the questions I encountered in my course work. C. The test questions were generally easier than the questions I encountered in my course work.	82.5	83.7	83.5	83.4	85.9	87.7	87.9	87.9	87.4

After Math	Percentage								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. Yes, the test questions were generally more difficult than the questions I encountered in my course work.	22.3	20.8	19.2	17.8	17.6	16.9	19.0	17.2	16.5
B. The test questions were generally about as difficult as the questions I encountered in my course work. C. The test questions were generally easier than the questions I encountered in my course work.	77.7	79.2	80.8	82.2	82.4	83.1	81.0	82.8	83.5

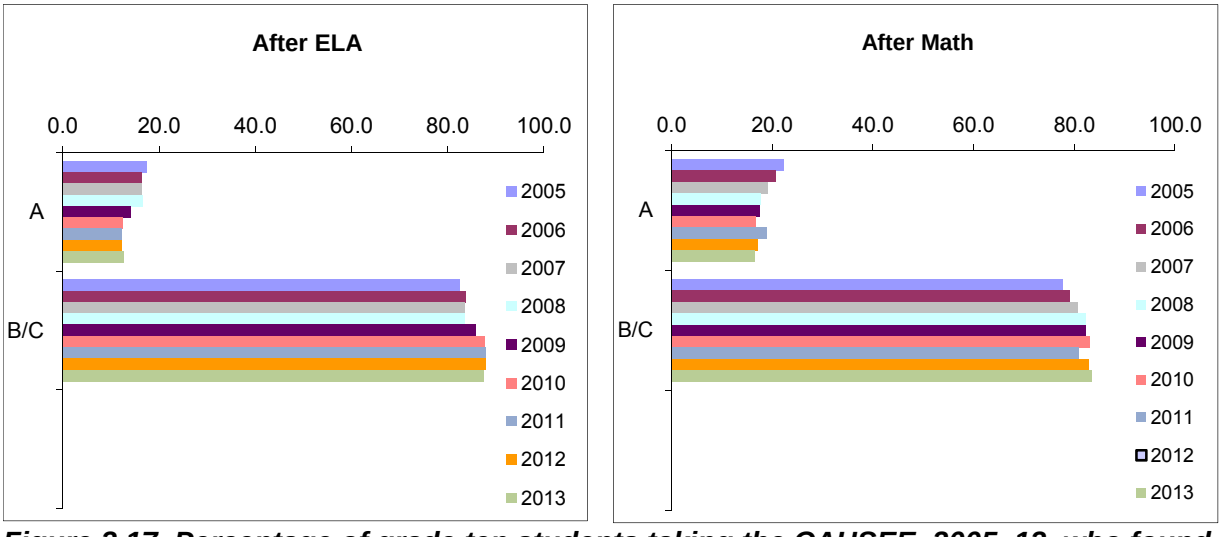


Figure 3.17. Percentage of grade ten students taking the CAHSEE, 2005–13, who found the CAHSEE test questions more difficult, the same as, or less difficult than those encountered in course work (B and C combined in chart).

The majority of all students, regardless of tests passed, found the questions' difficulty to be similar to or easier than what they had encountered in class; however, a much larger percentage of those who did not pass either test found the test questions to be more difficult than what they had seen compared to those who passed both tests (see Table 3.21).

Table 3.21. Question 9: Were the Questions on This Test More Difficult Than Questions You Were Given in Classroom Tests or Homework Assignments? (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. Yes, the test questions were generally more difficult than the questions I encountered in my course work.	8.8	16.1	28.9	32.4	12.0	34.1	25.6	38.1
B. The test questions were generally about as difficult as the questions I encountered in my course work.	91.2	83.9	71.1	67.6	88.0	65.9	74.4	61.9
C. The test questions were generally easier than the questions I encountered in my course work.								

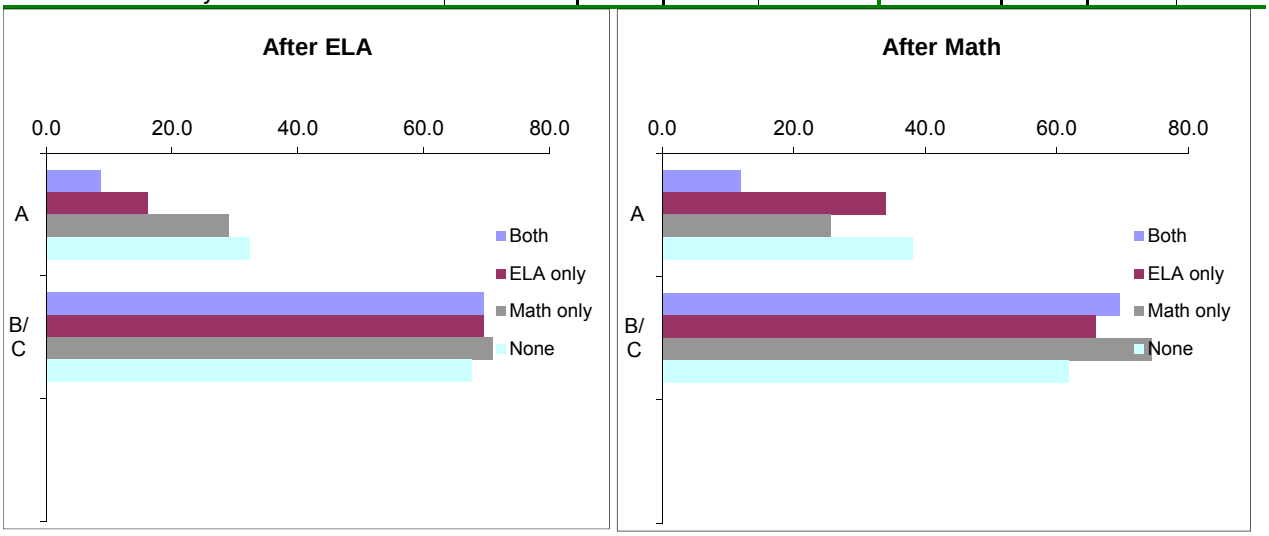


Figure 3.18. Percentages of grade ten students who thought the CAHSEE test questions were more difficult, the same, or less difficult than those encountered in the classroom or homework assignments, by tests passed in 2013.

Question 10: If some topics on the test were difficult for you, was it because:

The most common reason that students reported having difficulty with the CAHSEE was forgetting things that they were taught. More students reported that none of the topics were difficult for them after taking the ELA test than did so after the

mathematics test. In 2013, a slightly smaller percentage of students reported that none of the topics were difficult to them compared to 2011 and 2012.

Table 3.22. Question 10: If Some Topics on the Test Were Difficult for You, Was It Because: (Grade Ten Students' Responses, 2005–13)

After ELA	Percentage								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. I did not take courses that covered these topics.	8.2	7.6	7.2	7.2	7.3	6.6	6.4	5.6	6.0
B. I had trouble with these topics when they were covered in courses I took.	18.1	17.5	17.2	17.3	17.7	17.6	16.0	16.3	17.2
C. I have forgotten things I was taught about these topics.	37.9	37.8	41.6	42.5	39.0	40.2	40.1	39.4	40.5
D. None of the topics was difficult for me.	35.8	37.1	33.3	33.0	35.9	35.6	37.5	38.8	36.3
After Math	**Percentage**								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. I did not take courses that covered these topics.	13.5	12.6	10.8	9.5	10.6	9.9	9.7	9.0	8.9
B. I had trouble with these topics when they were covered in courses I took.	22.6	23.8	21.9	22.8	24.1	23.9	23.5	22.2	22.6
C. I have forgotten things I was taught about these topics.	44.7	43.8	45.0	46.1	44.2	44.2	46.0	46.7	46.4
D. None of the topics was difficult for me.	19.2	19.8	20.8	21.7	21.2	21.9	20.8	22.2	22.2

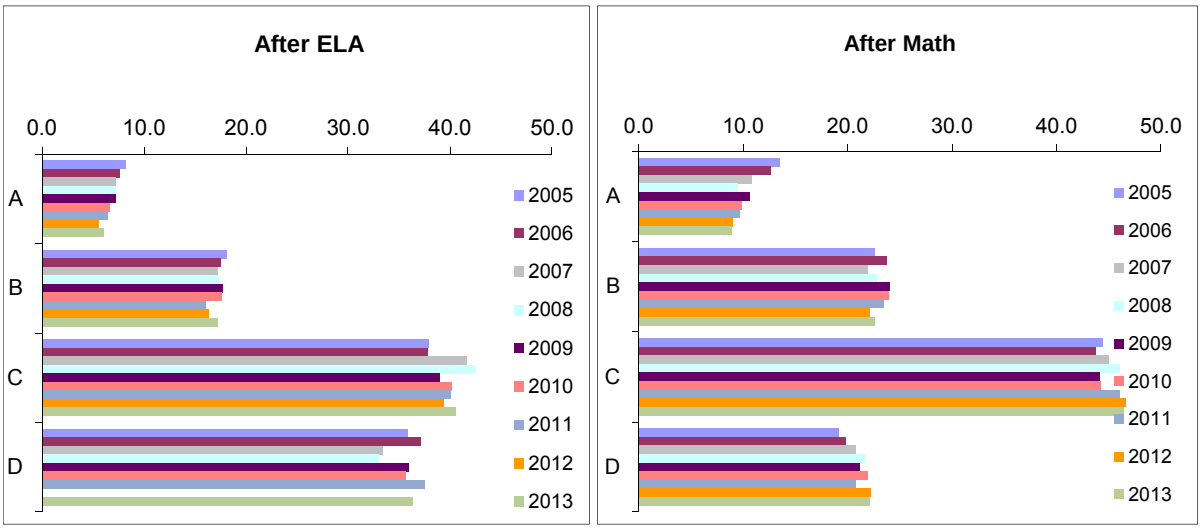


Figure 3.19. Reasons given by grade ten students, 2005–13, as to whether and why they found the CAHSEE test questions difficult, in percentages.

Students who did not pass either test were the most likely to report that they did not take courses that covered the topics. Students from all test passing categories were more likely to report difficulty with mathematics topics than ELA topics (see Table 3.23).

Table 3.23. Question 10: If Some Topics on the Test Were Difficult for You, Was It Because: (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. I did not take courses that covered these topics.	4.1	7.7	13.0	16.0	6.6	15.7	14.7	19.3
B. I had trouble with these topics when they were covered in courses I took.	14.4	22.7	30.2	29.2	19.2	40.8	31.3	35.2
C. I have forgotten things I was taught about these topics.	40.5	44.6	41.6	37.7	48.7	37.9	41.7	34.8
D. None of the topics was difficult for me.	41.0	25.0	15.2	17.1	25.5	5.7	12.3	10.7

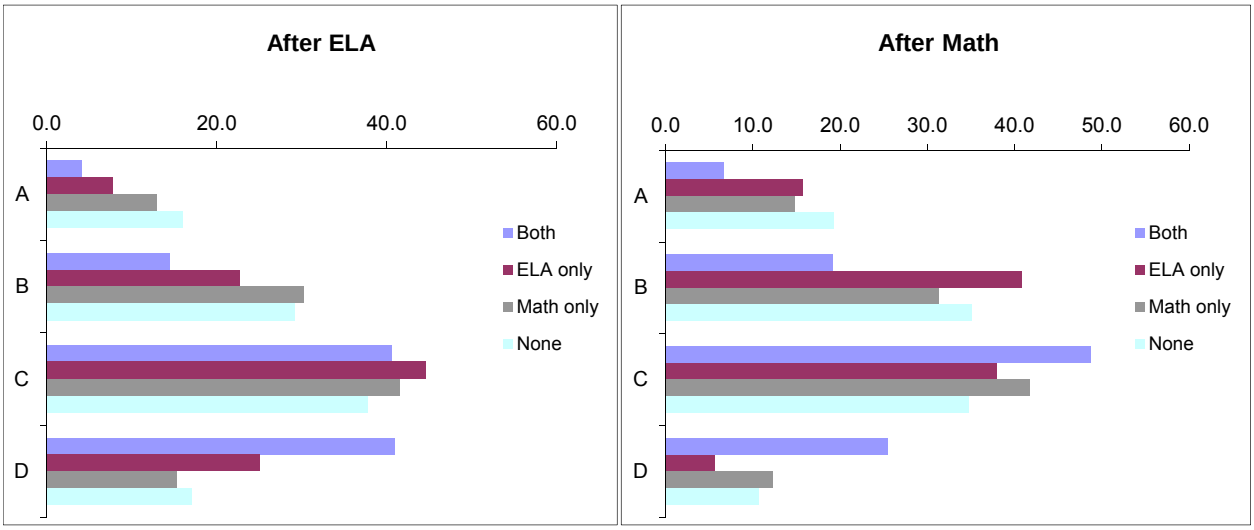


Figure 3.20. Reasons given by grade ten students for whether and why they found test questions difficult, in percentages, by tests passed in 2013.

Effort Put into the CAHSEE

Question 11: Have you worked or will you work harder to learn the English-language arts or mathematics skills tested by the CAHSEE?

Since 2009, students have reported similar effort taken to pass the CAHSEE. Table 3.24 shows that approximately half of grade 10 students do not have to put forth

any additional effort to pass the CAHSEE, while just over 40 percent report working harder in the courses they are taking.

Table 3.24. Question 11: Have You Worked or Will You Work Harder to Learn the English-Language Arts or Mathematics Skills Tested by the CAHSEE? (Mark All That Apply) (Grade Ten Students' Responses, 2009–13)

After ELA	Percentage				
	2009	2010	2011	2012	2013
A. I do not have to work any harder to meet the CAHSEE requirement.	46.6	48.1	50.1	50.3	49.7
B. I am taking additional courses.	5.9	5.5	5.2	4.9	5.0
C. I am working harder in the courses I am taking.	41.4	40.7	38.8	40.1	40.2
D. I am getting help outside of the classroom.	7.3	6.8	6.8	6.8	6.8
E. I am repeating a course to learn the material better.	3.6	3.4	3.4	3.3	3.1
F. I will stay in school an additional year to learn the required material.	3.9	3.5	3.4	3.1	2.8
After Math	**Percentage**				
	2009	2010	2011	2012	2013
A. I do not have to work any harder to meet the CAHSEE requirement.	44.5	45.5	47.8	47.8	48.3
B. I am taking additional courses.	6.2	5.9	5.8	5.3	5.6
C. I am working harder in the courses I am taking.	41.0	40.5	40.6	39.7	38.1
D. I am getting help outside of the classroom.	8.1	7.9	8.2	7.8	8.0
E. I am repeating a course to learn the material better.	5.0	4.8	5.3	5.0	4.6
F. I will stay in school an additional year to learn the required material.	4.2	3.9	3.9	3.6	3.1

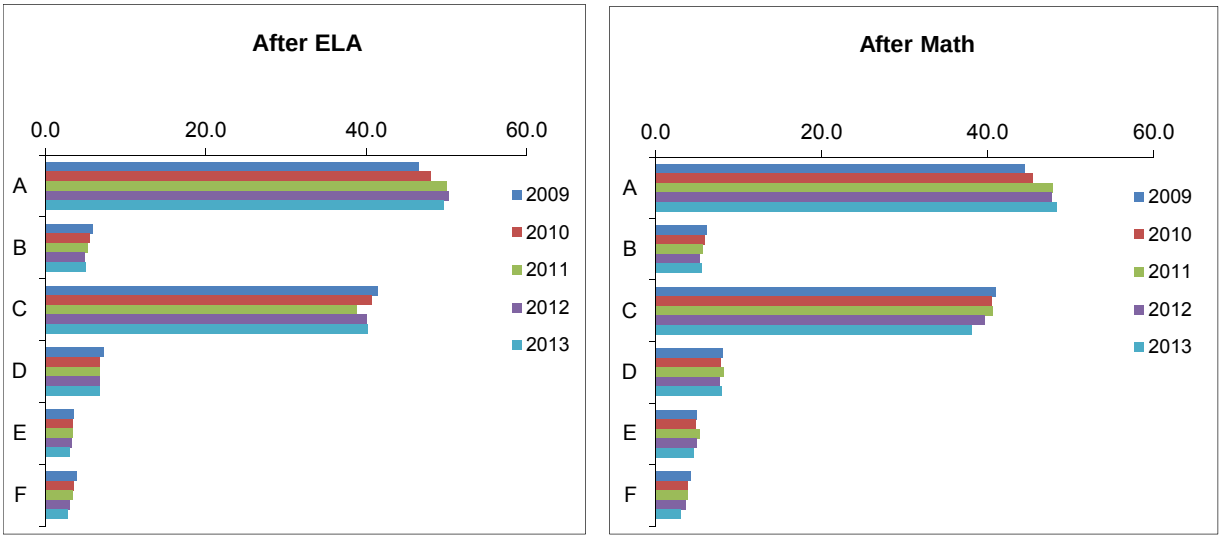


Figure 3.21. Percentage of grade ten students, 2009–13, who said they have worked or will work harder, and in what ways, to meet the CAHSEE requirement.

As shown in Table 3.25, students who passed only one test were more likely than other students, including those who passed neither test, to report that they were

working harder in the courses they were taking to learn the skills required by the CAHSEE. The majority of students who passed both tests reported not having to work any harder to meet the CAHSEE requirement.

Table 3.25. Question 11: Have You Worked or Will You Work Harder to Learn the English-Language Arts or Mathematics Skills Tested by the CAHSEE? (Mark All That Apply) (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. I do not have to work any harder to meet the CAHSEE requirement.	57.3	26.4	20.4	17.5	56.4	16.2	23.7	15.6
B. I am taking additional courses.	3.5	7.6	11.1	12.1	3.9	9.9	11.3	12.7
C. I am working harder in the courses I am taking.	38.0	54.2	51.3	44.4	35.4	54.8	48.5	44.5
D. I am getting help outside of the classroom.	5.3	10.6	12.8	13.3	6.5	13.8	12.2	13.9
E. I am repeating a course to learn the material better.	1.8	5.4	7.4	9.3	3.2	11.2	7.8	10.6
F. I will stay in school an additional year to learn the required material.	1.3	4.1	7.6	11.0	1.8	5.2	6.5	10.2

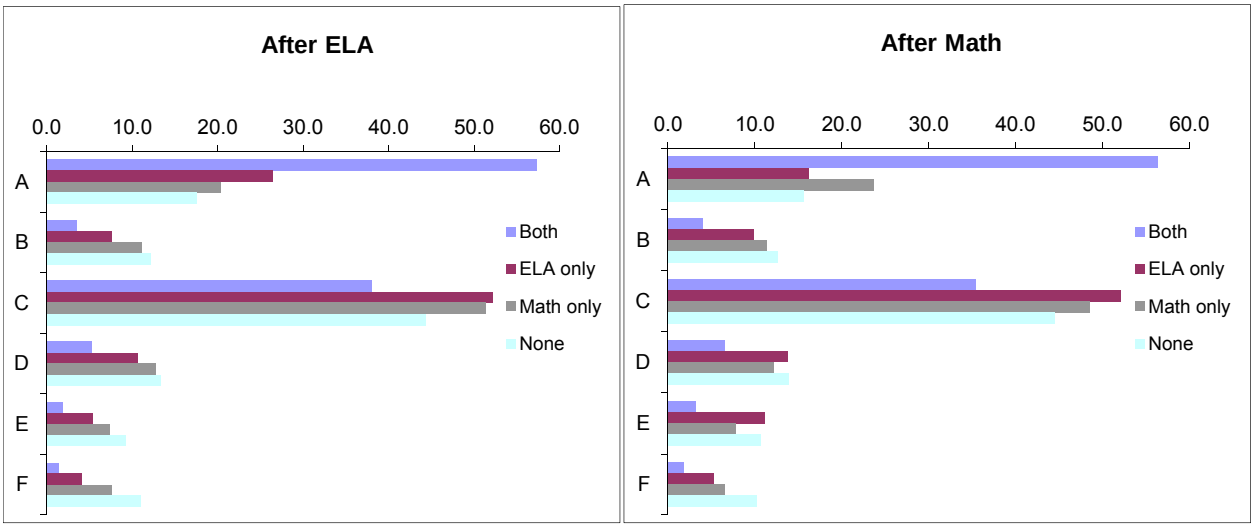


Figure 3.22. Percentage of grade ten students, by tests passed in 2013, who said they had or had not worked harder or will work harder in the future to pass the CAHSEE skills test(s).

Question 12: If you do not pass the CAHSEE in this administration, what are you most likely to do?

The response options for question 12 were modified to consider short-term options beginning in 2013; therefore, we do not have trend data for this question. Table 3.26 shows that only a small percentage of grade 10 students' report that they will give up trying to pass the CAHSEE if they do not pass this administration (2 percent and 2.5 percent, respectively). The majority of students plan to take the test again – with or without special courses.

Table 3.26. Question 12: If You Do Not Pass the CAHSEE in This Administration, What Are You Most Likely to Do? (Mark the Most Likely Option) (Grade Ten Students' Responses, 2013)

After ELA	Percentage 2013
A. I will take a special class during the regular school day that covers the topics on the CAHSEE.	23.5
B. I will take a special class after school or during the summer that covers the topics on the CAHSEE.	23.6
C. I will try again to pass the CAHSEE without taking a special class.	43.0
D. I will give up trying to pass the CAHSEE.	2.0
E. I do not know what I will do.	7.9
After Math	**Percentage 2013**
A. I will take a special class during the regular school day that covers the topics on the CAHSEE.	24.0
B. I will take a special class after school or during the summer that covers the topics on the CAHSEE.	22.4
C. I will try again to pass the CAHSEE without taking a special class.	38.1
D. I will give up trying to pass the CAHSEE.	2.5
E. I do not know what I will do.	13.0

Table 3.27 shows that a higher percentage of those who did not pass either test planned to give up trying to pass the CAHSEE after this administration if they do not pass; however, most of the students, regardless of passing category, plan to retake the CAHSEE if they are unsuccessful.

Table 3.27. Question 12: If You Do Not Pass the CAHSEE in This Administration, What Are You Most Likely to Do? (Mark the Most Likely Option) (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. I will take a special class during the regular school day that covers the topics on the CAHSEE.	21.4	33.1	32.1	30.4	22.1	33.1	31.3	30.4
B. I will take a special class after school or during the summer that covers the topics on the CAHSEE.	23.5	25.2	23.8	23.7	22.0	26.2	23.2	23.3
C. I will try again to pass the CAHSE without taking a special class.	46.4	31.2	31.8	28.4	40.6	27.4	31.3	27.2
D. I will give up trying to pass the CAHSEE.	1.4	2.5	3.8	5.9	2.0	2.9	3.8	6.0
E. I do not know what I will do.	7.3	8.0	8.6	11.6	13.3	10.4	10.4	13.1

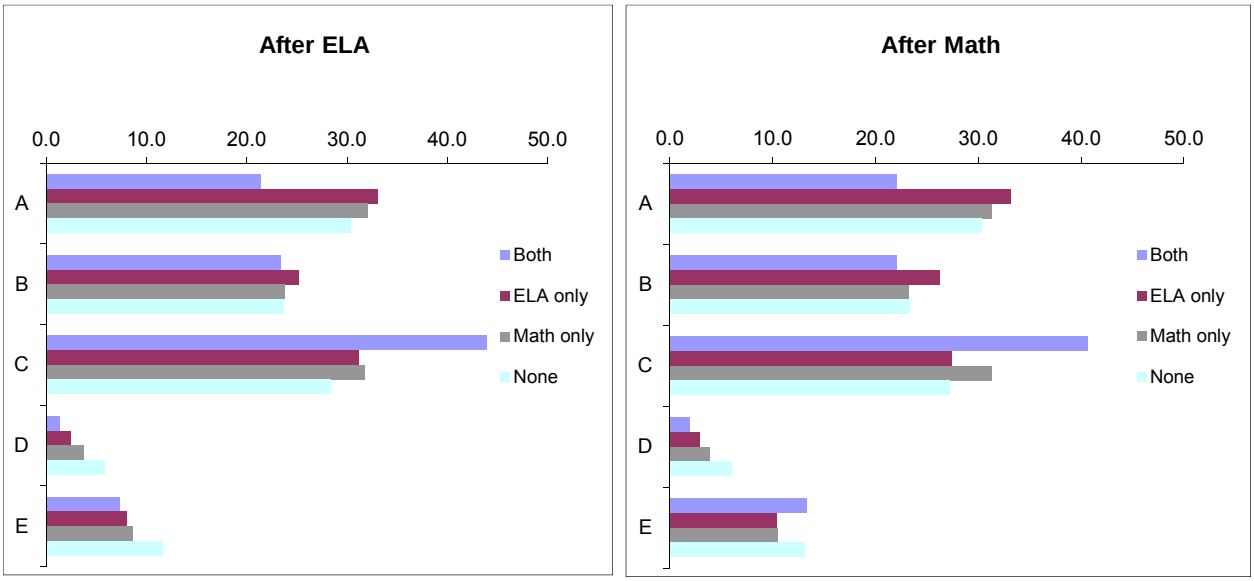


Figure 3.23. Most likely planned courses of action for grade ten students if they do not pass the CAHSEE by the time they complete high school, by tests passed in 2013, in percentages.

Question 13: If you do not pass the CAHSEE by the end of grade twelve, what are you most likely to do?

Question 13 was a new question for 2013. Table 3.28 shows that almost one-third of students believe that if they do not pass the CAHSEE by the end of grade twelve they will stay in school and try again to pass, and almost as many students would plan to take courses at a community college and attempt to pass.

Table 3.28. Question 13: If You Do Not Pass the CAHSEE by the End of Grade 12, What Are You Most Likely to Do? (Mark the Most Likely Option) (Grade Ten Students' Responses, 2013)

After ELA	Percentage 2013
A. I will stay in school and try again to pass the CAHSEE.	31.0
B. I will take courses at a community college and try again to pass the CAHSEE.	29.1
C. I will participate in some other type of program that will help me to pass the CAHSEE.	14.7
D. I will try to get a GED certificate.	4.6
E. I will give up trying to get a diploma altogether.	1.8
F. I do not know what I will do.	18.9
After Math	**Percentage 2013**
A. I will stay in school and try again to pass the CAHSEE.	31.8
B. I will take courses at a community college and try again to pass the CAHSEE.	28.0
C. I will participate in some other type of program that will help me to pass the CAHSEE.	12.1
D. I will try to get a GED certificate.	4.5
E. I will give up trying to get a diploma altogether.	2.5
F. I do not know what I will do.	21.1

Table 3.29 shows similar responses to question 13 regardless of the number of tests passed. A higher percentage of those who passed neither test compared to other groups reported that they would either give up trying to get a diploma or try to get a GED if they were unable to pass by the end of grade 12.

Table 3.29. Question 13: If You Do Not Pass the CAHSEE by the End of Grade 12, What Are You Most Likely to Do? (Mark the Most Likely Option) (Percentages of Grade Ten Students' Responses in 2013 by Tests Passed)

Response Choice	Tests Passed, After ELA Questionnaire				Tests Passed, After Math Questionnaire			
	Both Tests	ELA Only	Math Only	None	Both Tests	ELA Only	Math Only	None
A. I will stay in school and try again to pass the CAHSEE.	30.2	32.7	35.5	33.8	31.0	33.2	37.2	34.6
B. I will take courses at a community college and try again to pass the CAHSEE.	30.1	28.8	25.7	23.3	28.8	29.0	25.6	23.3
C. I will participate in some other type of program that will help me to pass the CAHSEE.	14.4	16.5	15.6	16.0	11.6	14.1	13.1	14.4
D. I will try to get a GED certificate.	3.9	6.3	5.8	8.4	3.8	6.3	5.6	8.0
E. I will give up trying to get a diploma altogether.	1.5	1.6	2.2	3.8	2.4	2.3	2.5	3.8
F. I do not know what I will do.	20.0	14.2	15.3	14.8	22.5	15.3	16.1	16.0

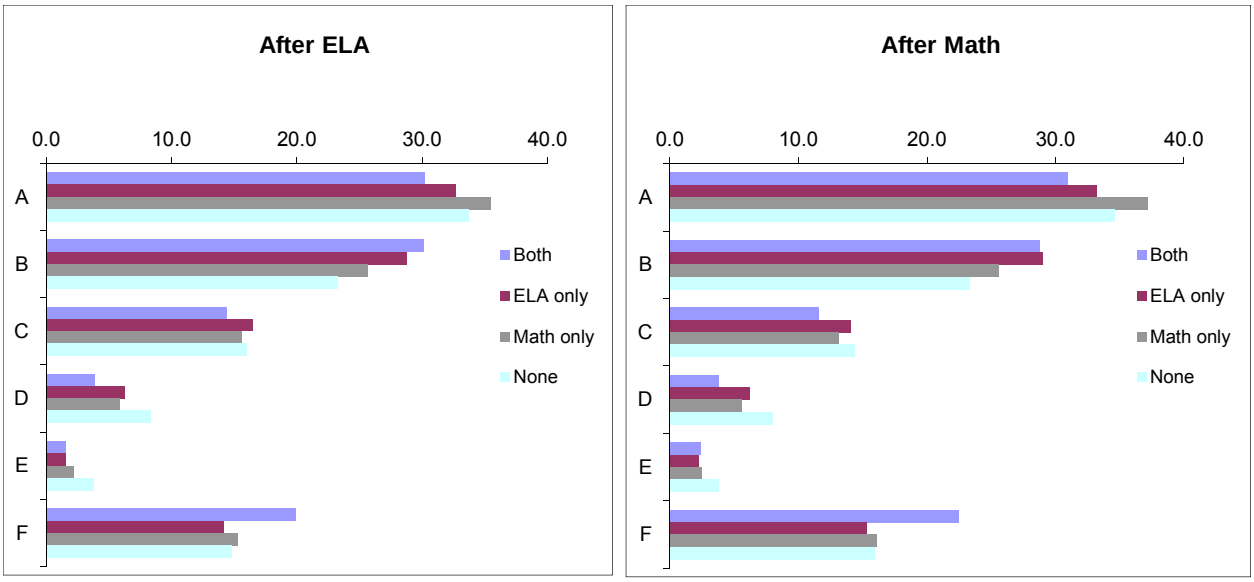


Figure 3.24. Most likely planned courses of action for grade ten students if they do not pass the CAHSEE by the time they complete high school, by tests passed in 2013, in percentages.

Comparisons of Grade Ten Student Responses in 2013 by Demographic Characteristics

We compared student questionnaire responses on five demographic variables: gender, ethnicity, SWD, EL status, and ED status (based on National School Lunch Program participation). For SWD and EL, we examine students who were classified both EL and SWD and those who were classified as only EL or SWD. Overall, the response differences by these five variables were very similar for ELA and mathematics questionnaires; therefore they will be discussed together. The questionnaire results from students who took the ELA test are presented in Table 3.30 and the questionnaire results from those who took the mathematics test are presented in Table 3.31.

Test Preparation (Table 3.30 and Table 3.31, Questions 1–2)

- Females were more likely than males to report that they practiced on similar test items to prepare, or that a teacher helped them prepare in class; males were more likely than females to report that they did nothing additional to prepare.

- A higher percentage of Hispanic and Black students reported practicing on questions similar to those on the test, or that they had taken a special class during the regular school day to prepare, than other racial/ethnic groups. A higher percentage of Asian students reported not doing anything additional to prepare for the CAHSEE than other groups.

- A larger percentage of students classified as SWD and EL reported having taken a special class during the school day to help pass the CAHSEE compared to any other group.

Graduation from High School and Post-High School Plans (Table 3.30 and Table 3.31, Questions 3–5)

- The majority of all grade 10 students, regardless of demographic group, expect to graduate with the rest of their class (or earlier).

- Almost 8 percent (larger than any other group examined) of 2013 grade ten test respondents classified as SWD and EL do not expect to receive a high school diploma; only just over a third of these students reported confidence they will receive a diploma.

- Asian students are more likely than any other racial/ethnic group to indicate plans to attend a four-year college or university after high school; American Indian/Alaskan Natives are the least likely to respond this way.

- Males more frequently report plans to work full time, join the military, or do something else (besides school, work, or military) than females.

- Almost 10 percent fewer students who were classified ED planned to attend a four-year college or university than did students who were not classified ED.

Test Performance and Influencing Factors (Table 3.30 and Table 3.31, Question 6)

- Hispanic students were more likely than students of other races to report that nervousness prevented them from doing as well as they could on the CAHSEE; A higher percentage of Filipino students expressed they did as well as they could than did other racial/ethnic groups.

- EL students were more likely than SWD to report nervousness affecting how they did on the CAHSEE.

- The majority of all students, regardless of group, felt that they did as well as they could on the tests.

Content and Instruction Coverage (Table 3.30 and Table 3.31, Questions 7–9)

- A higher percentage of females than males reported similarity between class content and instruction coverage and the topics and types of questions on the CAHSEE.

- African American students were more likely than other racial/ethnic groups to respond that many topics on the test were not covered in their courses; Filipino and White students were the least likely to respond this way.

- EL and SWD students more frequently responded that test items were more difficult than what they had encountered in class than the general population. Those who are classified as both EL and SWD were most likely to respond that items were more difficult.

- Students who are classified as SWD and EL were more likely to report not having taken courses that covered CAHSEE topics than other students.

Effort Put into the CAHSEE (Table 3.30 and Table 3.31, Questions 10–13)

- More than 60 percent of Asian and White students reported that they did not have to work harder to meet the CAHSEE requirement; this was true for only approximately 40 percent of Hispanic students.

- A larger percentage of non-ED students reported that they did not have to work harder to meet the requirement than ED students.

- Although only a small percentage, regardless of demographic group, reported they would give up taking the CAHSEE if they did not pass during the current administration, more than five percent (higher than any other group) of those classified as both EL and SWD responded that they would do so.

- Approximately 60 percent of students, across all groups, expect to either stay in school to try to pass the CAHSEE again, or take community college courses and try to pass the CAHSEE again if they have not passed by the end of grade 12.

Table 3.30. Distribution of Grade Ten Students' Responses to Questionnaire After Taking CAHSEE ELA Examination in 2013, by Gender, Ethnicity, Disability, English Learner Status, and Economic Disadvantage.

After Taking CAHSEE ELA Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am. Indian/ AK Native	Asian	Pacific	Filipino	Hispanic	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
1. How did you prepare for this test? (Mark all that apply.)															
A. I practiced on questions similar to those on the test.	36.0	30.6	32.8	25.8	34.9	33.4	37.6	35.4	27.4	28.6	33.8	33.0	36.5	37.7	28.4
B. A teacher spent time in class helping me to get ready to take the test.	45.6	40.3	42.5	33.4	46.5	46.5	46.0	43.3	39.8	38.4	39.4	38.6	42.3	45.8	39.8
C I took a special class during the regular school day that covered the topics on the CAHSEE.	7.0	7.0	7.3	2.7	5.5	4.2	9.4	9.3	3.9	4.8	12.7	9.4	11.5	9.7	4.0
D. I took a special class after school or during the summer that covered the topics on the CAHSEE.	3.6	3.4	2.3	2.0	3.3	2.3	4.9	4.7	1.4	2.1	5.1	4.0	6.1	4.9	1.9
E. I did not do anything in addition to regular course work to prepare for this test.	31.0	36.2	34.9	50.3	30.0	34.3	25.2	26.5	44.7	42.9	19.1	30.0	19.9	25.2	42.8
2. What materials did you use to prepare for this test: (Mark all that apply.)															
A. Textbooks	10.3	11.6	12.6	6.5	12.2	9.4	12.7	12.5	9.1	9.8	15.6	13.3	16.4	12.8	8.8
B. Math Student Guide	13.7	13.5	13.0	8.6	16.5	13.0	15.9	17.1	10.3	11.4	18.4	15.0	18.1	16.2	10.7
C. CAHSEE Online Prep	14.5	12.6	12.5	9.6	14.1	12.9	15.7	18.2	9.9	11.8	19.1	16.0	19.8	16.2	10.5
D. Released (sample) test questions	44.8	35.5	37.3	32.2	39.9	43.7	43.8	36.5	36.6	35.6	21.1	27.6	31.5	43.3	36.8
E. Other resources	18.7	19.3	20.3	13.4	23.3	20.0	21.3	19.9	16.2	17.3	21.8	22.3	21.1	21.2	16.6
F. I did not use any materials to prepare.	25.2	29.6	28.2	45.7	23.2	27.8	18.6	21.0	38.8	36.0	18.8	25.4	14.7	18.8	36.9
3. Do you think you will receive a high school diploma?															
A. Yes, with the rest of my class (or earlier).	88.4	83.0	82.4	91.5	86.0	90.3	81.4	82.9	91.0	87.4	57.9	72.0	65.9	81.6	90.4
B. Yes, but I will likely have to take classes after my original graduation date.	7.8	10.7	10.9	4.8	9.0	8.5	12.0	10.8	5.5	8.0	22.5	15.8	21.4	12.1	6.0
C. Yes, but I will pursue a diploma in Adult Education.	1.6	2.8	2.9	1.5	2.1	2.1	2.6	2.8	1.7	2.0	7.1	4.9	5.0	2.6	1.8
D. No, I probably will not receive a high school diploma.	1.3	2.1	2.1	1.1	1.8	1.0	2.3	2.0	0.8	1.2	7.8	3.9	5.2	2.4	1.0
E. No, I plan to take the GED.	0.4	0.7	0.9	0.3	0.3	27.0	0.6	0.8	0.5	0.7	1.9	1.5	0.9	0.6	0.4
F. No, but I plan to go to community college.	0.5	0.8	0.8	0.9	0.8	55.0	0.7	0.7	0.5	0.7	2.9	1.9	1.8	0.8	0.5

Table 3.30. (Continued)

After Taking CAHSEE ELA Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am Indian/ AK Native	Asian	Pacific	Filipino	Hispanic	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
4. What might prevent you from receiving a high school diploma? (Mark all that apply.)															
A. I may not pass all the required courses.	17.6	20.2	21.5	11.1	18.9	17.3	23.0	18.3	14.3	17.0	22.4	23.9	26.1	22.5	14.9
B. I may not pass the CAHSEE exam.	17.2	15.5	17.8	10.9	17.7	14.1	21.0	18.2	9.5	12.8	40.1	31.1	34.7	21.4	10.8
C. I may drop out before the end of 12th grade.	1.3	2.5	2.3	1.6	2.1	1.0	2.1	2.3	1.6	1.9	5.2	3.7	3.9	2.3	1.5
D. I may not meet some other graduation requirement.	9.9	12.6	14.2	8.2	13.6	12.8	13.1	11.2	8.3	11.1	11.3	14.9	13.7	13.3	8.9
E. I am confident I will receive a high school diploma.	69.8	63.1	61.6	78.8	65.0	71.8	58.5	63.4	77.1	70.7	34.9	46.2	40.4	58.5	75.4
5. What do you think you will do after high school?															
A. Join the military.	3.3	10.0	9.7	2.3	8.1	6.3	7.5	6.1	6.6	6.9	10.6	11.3	9.7	7.7	5.4
B. Go to a community college.	17.6	16.4	19.9	7.7	15.1	13.0	19.4	13.4	17.1	15.6	25.5	26.0	22.6	18.5	15.3
C. Go to a 4-year college or university.	71.1	58.2	53.2	85.3	65.4	74.5	59.5	68.5	65.2	65.9	38.6	41.6	49.5	60.1	69.8
D. Go to a vocational, technical, or trade school.	3.0	4.8	5.3	1.9	3.0	2.3	4.2	3.8	4.2	4.2	5.8	5.7	4.4	4.2	3.5
E. Work full-time.	2.5	5.3	5.9	1.1	4.0	1.4	5.0	3.9	3.1	3.2	11.3	7.3	8.3	5.0	2.6
F. Do something else (besides school, work, or the military).	2.5	5.4	6.0	1.8	4.4	2.5	4.4	4.2	3.9	4.3	8.2	8.1	5.5	4.5	3.4
6. How well did you do on this test? (Mark all that apply):															
A. I did as well as I could.	82.3	75.8	78.3	80.1	80.2	84.6	76.9	75.9	82.6	79.1	56.1	65.4	65.4	76.7	81.9
B. I was too nervous to do as well as I could.	8.2	7.4	6.4	6.8	8.2	7.1	10.0	6.9	4.4	5.6	16.2	9.7	16.8	9.6	5.7
C. I was not motivated to do well.	2.4	4.4	3.6	4.7	3.1	3.2	3.4	3.7	3.1	3.6	5.1	4.6	5.0	3.5	3.4
D. I did not have time to do as well as I could.	0.9	1.6	1.4	1.6	1.3	4.2	1.3	1.3	1.1	1.4	3.0	2.2	2.1	1.4	1.1
E. Conditions in the testing room made it difficult to concentrate.	3.6	3.4	3.7	4.4	3.4	3.7	3.3	2.9	3.7	4.0	3.2	3.4	3.5	3.4	3.6
F. There were other reasons why I did not do as well as I could.	3.1	3.8	3.9	4.7	3.2	5.2	3.4	2.7	3.3	4.1	4.3	4.3	4.1	3.5	3.4

Table 3.30. (Continued)

After Taking CAHSEE ELA Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am Indian/ AK Native	Asian	Pacific	Filipino	Hisp	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
7. Were the topics on the test covered in courses you have taken?	.														
A. Yes, all of them.	66.0	58.2	59.7	65.4	60.9	68.1	58.1	55.9	69.1	65.4	35.4	45.4	39.0	56.9	68.0
B. Most, but not all of them (two-thirds or more were covered).	30.5	35.6	34.6	29.3	34.7	29.1	36.7	37.4	27.2	29.7	50.7	43.8	50.2	37.4	28.2
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	3.5	6.1	5.8	5.3	4.5	2.8	5.2	6.7	3.7	5.0	13.9	10.8	10.9	5.7	3.8
8. 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.	6.9	12.6	10.6	10.9	9.5	8.0	10.3	12.4	7.9	9.4	25.0	18.8	18.8	11.0	8.3
B. Yes, a few were different from anything I had seen before.	37.8	45.2	40.2	38.9	44.9	40.2	45.2	42.4	35.4	38.9	53.3	48.8	55.0	45.5	37.0
C. No, all were similar to ones used in my classes.	55.3	42.3	49.2	50.2	45.7	51.7	44.5	45.2	56.7	51.7	21.8	32.4	26.2	43.5	54.7
9. 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.	9.6	15.6	13.2	10.2	13.5	8.8	14.7	15.3	9.5	10.4	33.6	24.4	27.7	15.4	9.4
B. The test questions were generally about as difficult as the questions I encountered in my course work.	51.0	49.8	53.4	37.3	49.3	49.0	56.2	48.8	44.6	46.0	47.0	49.8	53.3	55.3	45.0
C. The test questions were generally easier than the questions I encountered in my course work.	39.4	34.6	33.4	52.5	37.2	42.2	29.1	35.9	45.9	43.7	19.4	25.8	18.9	29.3	45.6

Table 3.30. (Continued)

After Taking CAHSEE ELA Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am Indian/ AK Native	Asian	Pacific	Filipino	Hisp	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
10. If some topics on the test were difficult for you, was it because:	.														
A. I did not take courses that covered these topics.	4.5	7.5	6.3	6.7	6.2	3.7	6.7	8.0	4.4	5.5	15.3	10.9	13.5	7.1	4.7
B. I had trouble with these topics when they were covered in courses I took.	16.4	18.0	18.9	11.6	19.3	14.0	20.6	17.6	13.1	14.4	30.4	25.2	27.6	20.4	13.6
C. I have forgotten things I was taught about these topics.	42.8	38.3	37.9	37.2	40.0	43.1	45.0	38.4	33.8	36.9	37.7	37.0	44.0	43.9	36.8
D. None of the topics was difficult for me.	36.3	36.3	37.0	44.5	34.5	39.2	27.8	36.1	48.7	43.2	16.6	26.9	15.0	28.6	44.9
11. Have you worked or will you work harder to learn the mathematics skills tested by the CAHSEE? (Mark all that apply.)	.														
A. I do not have to work any harder to meet the CAHSEE requirement.	48.4	51.0	48.6	61.6	41.8	51.5	39.9	43.6	65.0	57.0	16.8	32.2	19.4	40.0	60.5
B I am taking additional courses.	4.1	5.9	5.3	3.4	6.4	3.5	6.1	6.9	3.2	4.0	12.0	8.6	10.6	6.3	3.5
C. I am working harder in the courses I am taking.	43.5	36.9	38.8	33.9	46.0	45.7	46.2	41.7	30.2	36.1	46.5	44.6	52.7	45.9	33.9
D. I am getting help outside of the classroom.	6.9	6.7	8.0	6.0	9.6	5.7	7.8	9.6	4.7	6.1	12.8	12.0	11.6	8.2	5.3
E. I am repeating a course to learn the material better.	3.0	3.2	4.0	1.5	3.5	1.8	4.1	3.4	1.8	2.4	9.0	5.4	7.3	4.1	1.9
F. I will stay in school an additional year to learn the required material.	2.7	2.9	2.7	1.6	3.2	1.2	3.8	3.2	1.4	1.9	10.9	5.8	8.3	3.9	1.6

Table 3.30. (Continued)

After Taking CAHSEE ELA Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am Indian/ AK Native	Asian	Pacific	Filipino	Hisp	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
12. If you do not pass the CAHSEE in this administration, what are you most likely to do? (Mark the most likely option.)	.														
A. I will take a special class during the regular school day that covers the topics on the CAHSEE.	24.8	22.2	23.9	11.2	25.5	17.8	29.4	26.8	17.2	18.4	30.5	26.0	33.3	28.7	17.9
B. I will take a special class after school or during the summer that covers the topics on the CAHSEE.	28.2	19.2	20.8	18.7	25.1	22.8	27.2	26.4	18.4	20.8	22.7	19.3	27.1	26.1	20.9
C. I will try again to pass the CAHSE without taking a special class.	38.9	47.1	43.8	60.2	40.6	53.0	33.9	36.6	53.5	50.3	29.4	38.5	28.2	35.4	51.2
D. I will give up trying to pass the CAHSEE.	1.4	2.6	2.1	1.8	1.5	1.1	2.2	2.5	1.7	1.9	5.5	3.9	3.8	2.3	1.7
E. I do not know what I will do.	6.8	8.9	9.4	8.1	7.3	5.4	7.2	7.8	9.3	8.5	11.9	12.3	7.6	7.5	8.3
13. If you do not pass the CAHSEE by the end of grade 12, what are you most likely to do? (Mark the most likely option.)	.														
A. I will stay in school and try again to pass the CAHSEE.	25.7	36.1	31.4	26.3	29.7	29.1	33.8	29.8	28.2	28.7	34.4	32.2	35.4	33.6	28.1
B. I will take courses at a community college and try again to pass the CAHSEE.	34.3	24.1	27.8	29.5	30.9	32.9	28.3	30.9	29.6	29.9	23.1	25	26.1	27.9	30.4
C. I will participate in some other type of program that will help me to pass the CAHSEE.	17.3	12.2	13.8	15.2	14.6	16.9	15.2	16.0	13.2	14.3	15.8	13.3	17.1	15.1	14.2
D. I will try to get a GED certificate.	4.1	5.0	6.2	2.7	5.3	2.9	4.9	5.6	4.5	4.9	6.5	6.5	5.5	5.2	4.1
E. I will give up trying to get a diploma altogether.	1.0	2.6	2.4	2.0	1.3	0.9	1.7	2.0	1.9	1.7	3.4	3.2	2.2	1.8	1.8
F. I do not know what I will do.	17.7	20.1	18.5	24.4	18.2	17.3	16.2	15.8	22.6	21.0	16.9	19.9	13.8	16.6	21.4

Table 3.31. Distribution of Grade Ten Students' Responses to Questionnaire After Taking CAHSEE Math Examination in 2013, by Gender, Ethnicity, Disability, English Learner Status, and Economic Disadvantage.

After Taking CAHSEE Math Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am. Indian/ AK Native	Asian	Pacific	Filipino	Hispanic	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
1. How did you prepare for this test? (Mark all that apply.)															
A. I practiced on questions similar to those on the test.	41.3	36.1	36.1	26.5	41.8	37.6	45.2	41.5	30.1	32.3	42.8	39.7	46.3	45.2	31.5
B. A teacher spent time in class helping me to get ready to take the test.	27.1	24.3	26.4	13.8	28.4	25.0	30.4	28.6	20.5	21.1	32.2	29.3	31.1	30.3	20.6
C I took a special class during the regular school day that covered the topics on the CAHSEE.	6.4	6.3	7.2	2.3	5.3	3.8	8.4	8.6	3.7	4.4	10.2	8.4	9.4	8.7	3.7
D. I took a special class after school or during the summer that covered the topics on the CAHSEE.	3.5	3.1	2.0	1.8	2.7	2.4	4.5	4.3	1.6	2.2	4.5	3.7	4.9	4.6	1.9
E. I did not do anything in addition to regular course work to prepare for this test.	40.5	44.1	43.6	64.1	38.3	47.1	31.5	33.3	56.3	52.3	20.8	32.7	23.8	31.5	54.3
2. What materials did you use to prepare for this test: (Mark all that apply.)															
A. Textbooks	13.0	14.9	15.4	8.5	15.7	13.0	15.6	15.6	12.5	13.1	19.3	17.6	19.4	16.0	11.7
B. Math Student Guide	20.9	18.3	17.0	10.4	22.5	16.7	24.7	23.0	13.0	14.9	26.4	21.6	29.9	24.3	14.4
C. CAHSEE Online Prep	11.7	10.1	10.1	7.4	11.5	10.2	12.7	15.3	7.7	9.8	15.9	13.4	15.3	13.3	8.2
D. Released (sample) test questions	31.9	24.6	25.7	18.6	25.9	29.6	33.3	26.6	22.7	23.0	17.4	21.5	23.8	32.7	23.3
E. Other resources	13.9	14.6	16.6	8.7	19.1	15.3	16.3	15.9	11.5	13.3	18.5	18.7	16.8	16.5	11.7
F. I did not use any materials to prepare.	34.3	37.5	36.1	59.4	32.2	39.6	24.8	26.8	50.2	45.6	18.5	27.4	17.9	25.1	48.0
3. Do you think you will receive a high school diploma?	.														
A. Yes, with the rest of my class (or earlier).	87.5	81.9	81.7	91.1	84.5	89.7	80.9	81.3	89.8	86.1	57.8	70.8	66.0	80.7	89.3
B. Yes, but I will likely have to take classes after my original graduation date.	8.2	10.7	10.7	4.7	9.8	6.9	12.2	11.5	5.7	8.4	22.4	16.0	20.9	12.2	6.3
C. Yes, but I will pursue a diploma in Adult Education.	1.6	3.0	2.8	1.7	2.5	1.4	2.6	3.0	1.9	2.1	6.5	4.8	4.7	2.7	1.9
D. No, I probably will not receive a high school diploma.	1.7	2.5	2.6	1.2	1.9	0.9	2.8	2.4	1.2	1.7	8.8	4.6	5.6	2.7	1.3
E. No, I plan to take the GED.	0.5	0.9	1.3	0.3	0.7	0.4	0.7	1.0	0.7	0.8	1.7	1.6	1.1	0.8	0.6
F. No, but I plan to go to community college.	0.6	1.1	1.0	1.0	0.6	0.7	0.8	0.9	0.7	0.9	2.8	2.1	1.7	0.9	0.7

Table 3.31. (Continued)

After Taking CAHSEE Math Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am Indian/ AK Native	Asian	Pacific	Filipino	Hispanic	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
4. What might prevent you from receiving a high school diploma? (Mark all that apply.)															
A. I may not pass all the required courses.	18.6	21.5	23.5	11.8	20.6	18.1	24.5	18.6	15.0	18.0	23.5	24.8	28.2	24.0	15.7
B. I may not pass the CAHSEE exam.	21.2	17.4	20.4	11.1	20.8	16.7	24.5	21.6	11.9	15.7	42.6	34.5	37.0	24.6	13.3
C. I may drop out before the end of 12th grade.	1.5	2.8	2.2	1.8	2.4	1.3	2.3	2.7	2.0	2.3	4.6	3.9	3.9	2.4	1.8
D. I may not meet some other graduation requirement.	8.1	10.4	11.2	7.3	11.3	10.9	10.7	9.2	7.0	8.9	9.4	12.2	11.1	10.9	7.4
E. I am confident I will receive a high school diploma.	65.8	60.1	58.7	77.4	61.5	69.1	54.5	59.7	74.0	67.1	32.4	41.7	37.3	54.7	72.3
5. What do you think you will do after high school?	.														
A. Join the military.	3.5	10.5	9.2	2.9	9.4	6.6	7.8	6.7	7.1	7.3	10.8	11.7	9.9	8.0	5.9
B. Go to a community college.	17.6	16.3	19.7	7.8	15.4	13.0	19.3	13.9	16.9	15.6	26.0	25.5	22.9	18.6	15.1
C. Go to a 4-year college or university.	70.8	57.6	53.1	84.4	63.8	74.3	59.2	67.2	64.7	65.2	37.9	41.3	49.2	59.7	69.3
D. Go to a vocational, technical, or trade school.	2.7	4.5	5.2	1.7	2.9	2.1	3.9	3.7	3.9	3.7	5.4	5.7	4.2	4.0	3.2
E. Work full-time.	2.7	5.5	6.2	1.2	3.7	1.3	5.2	4.2	3.3	3.7	11.4	7.8	8.4	5.2	2.8
F. Do something else (besides school, work, or the military).	2.7	5.6	6.6	2.2	4.8	2.7	4.5	4.3	4.2	4.5	8.6	8.1	5.6	4.6	3.7
6. How well did you do on this test? (Mark all that apply):															
A. I did as well as I could.	86.9	84.6	85.1	89.3	85.8	90.0	83.7	82.9	88.6	86.0	70.5	77.0	75.5	83.9	88.0
B. I was too nervous to do as well as I could.	10.6	8.0	8.9	5.2	9.7	7.3	12.0	9.9	5.9	7.4	18.7	12.9	18.0	11.4	7.0
C. I was not motivated to do well.	3.1	4.8	4.2	3.9	3.5	3.5	4.0	4.9	3.5	4.2	6.4	6.1	5.5	4.1	3.6
D. I did not have time to do as well as I could.	0.8	1.6	1.1	0.9	1.1	0.8	1.2	1.6	1.1	1.3	2.9	2.5	1.9	1.3	1.0
E. Conditions in the testing room made it difficult to concentrate.	2.9	2.8	3.8	3.0	2.4	3.1	2.6	2.7	3.3	3.4	3.0	3.8	2.8	2.8	3.0
F. There were other reasons why I did not do as well as I could.	5.4	4.9	5.9	4.2	6.0	4.7	5.3	5.4	5.1	6.4	5.8	7.3	5.4	5.3	5.0

Table 3.31. (Continued)

After Taking CAHSEE Math Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am Indian/ AK Native	Asian	Pacific	Filipino	Hisp	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
7. Were the topics on the test covered in courses you have taken?	.														
A. Yes, all of them.	55.5	53.7	46.9	72.9	53.1	64.7	48.4	45.7	61.3	56.6	28.7	34.1	35.0	48.3	61.8
B. Most, but not all of them (two-thirds or more were covered).	38.1	37.3	43.1	22.4	39.1	31.0	43.3	43.4	31.7	35.3	55.8	49.6	53.3	43.0	31.7
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	6.4	9.0	10.0	4.7	7.8	4.4	8.4	10.9	7.1	8.2	15.5	16.3	11.8	8.7	6.5
8. 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.	9.2	13.9	13.4	8.8	11.6	8.6	12.7	15.3	9.9	11.3	27.1	22.6	18.9	13.1	9.9
B. Yes, a few were different from anything I had seen before.	41.2	42.7	44.0	28.4	44.0	37.7	47.4	45.6	35.7	39.5	54.5	50.7	55.8	47.1	36.1
C. No, all were similar to ones used in my classes.	49.5	43.4	42.6	62.8	44.4	53.7	39.9	39.1	54.3	49.2	18.4	26.8	25.4	39.9	54.0
9. 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.	15.5	17.5	19.6	8.0	17.4	10.1	19.3	22.6	13.6	15.7	37.3	32.9	28.5	19.6	13.0
B. The test questions were generally about as difficult as the questions I encountered in my course work.	48.9	44.4	46.7	28.4	48.7	43.8	53.2	47.4	40.5	42.2	45.8	45.9	52.4	52.0	40.6
C. The test questions were generally easier than the questions I encountered in my course work.	35.7	38.1	33.7	63.6	33.9	46.1	27.5	30.1	45.9	42.1	17.0	21.2	19.2	28.5	46.4

Table 3.31. (Continued)

After Taking CAHSEE Math Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am Indian/ AK Native	Asian	Pacific	Filipino	Hisp	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
10. If some topics on the test were difficult for you, was it because:	.														
A. I did not take courses that covered these topics.	7.0	10.6	11.2	5.5	11.2	5.7	9.8	11.4	8.0	9.2	19.0	18.0	15.3	10.0	7.5
B. I had trouble with these topics when they were covered in courses I took.	24.6	20.7	26.8	10.2	22.0	16.6	27.2	26.7	18.1	21.0	32.9	29.4	31.8	26.5	18.2
C. I have forgotten things I was taught about these topics.	50.6	42.3	43.7	41.6	47.0	52.1	48.2	44.3	44.5	44.8	37.0	37.9	43.2	47.3	45.4
D. None of the topics was difficult for me.	17.8	26.4	18.3	42.7	19.8	25.6	14.9	17.7	29.5	25.0	11.2	14.7	9.7	16.2	28.9
11. Have you worked or will you work harder to learn the mathematics skills tested by the CAHSEE? (Mark all that apply.)	.														
A. I do not have to work any harder to meet the CAHSEE requirement.	44.5	52.0	45.4	67.9	42.2	54.1	38.0	39.2	62.4	54.1	16.9	29.0	20.7	38.6	59.2
B I am taking additional courses.	4.7	6.4	6.1	3.0	5.4	3.6	6.8	7.5	3.8	4.9	11.9	9.8	10.7	6.9	4.0
C. I am working harder in the courses I am taking.	42.8	33.3	38.8	25.6	44.2	39.9	44.7	41.3	28.6	34.0	47.0	44.6	50.0	44.1	31.3
D. I am getting help outside of the classroom.	8.9	7.0	9.8	5.6	9.7	6.5	8.9	11.6	6.3	7.8	12.4	12.6	11.8	9.1	6.6
E. I am repeating a course to learn the material better.	5.1	4.2	4.4	2.0	4.4	2.9	5.9	5.3	3.2	4.3	9.2	6.6	8.7	5.8	3.3
F. I will stay in school an additional year to learn the required material.	2.9	3.3	3.8	2.0	3.1	1.3	4.0	3.5	1.9	2.2	9.8	6.0	7.3	4.0	2.0

Table 3.31. (Continued)

After Taking CAHSEE Math Exam (Student Responses in 10th grade)	Gender		Ethnicity								SWD & EL Status			ED	
	F	M	Am Indian/ AK Native	Asian	Pacific	Filipino	Hisp	African Am	White	Multiple	SWD & EL	SWD only	EL only	Yes	No
12. If you do not pass the CAHSEE in this administration, what are you most likely to do? (Mark the most likely option.)	.														
A. I will take a special class during the regular school day that covers the topics on the CAHSEE.	25.2	22.8	25.7	11.9	24.9	19.0	29.4	26.7	18.5	19.2	30.5	26.8	32.5	28.8	18.8
B. I will take a special class after school or during the summer that covers the topics on the CAHSEE.	27.0	18.0	19.3	17.4	23.4	21.8	26.1	25.6	17.1	20.3	22.2	18.8	26.5	25.0	19.7
C. I will try again to pass the CAHSE without taking a special class.	34.3	41.7	39.4	50.6	37.1	46.2	31.3	33.3	45.8	43.4	28.3	35.2	27.2	32.6	43.9
D. I will give up trying to pass the CAHSEE.	1.7	3.4	2.9	2.7	2.1	1.6	2.5	3.1	2.5	2.6	5.1	4.1	4.0	2.6	2.4
E. I do not know what I will do.	11.8	14.1	12.6	17.3	12.4	11.4	10.7	11.3	16.2	14.5	14.0	15.1	9.8	11.0	15.2
13. If you do not pass the CAHSEE by the end of grade 12, what are you most likely to do? (Mark the most likely option.)	.														
A. I will stay in school and try again to pass the CAHSEE.	27.2	36.3	31.9	25.8	30.7	30.1	35.2	30.2	28.5	28.9	35.1	32.6	37.1	35.0	28.4
B. I will take courses at a community college and try again to pass the CAHSEE.	33.2	23.1	27.1	27.3	30.9	31.4	27.7	30.4	28.0	28.8	22.8	25.0	26.1	27.3	28.8
C. I will participate in some other type of program that will help me to pass the CAHSEE.	14.1	10.2	11.4	12.5	12.6	13.9	12.6	14.3	10.3	12.1	14.0	11.5	14.3	12.7	11.4
D. I will try to get a GED certificate.	4.0	5.0	6.4	2.7	4.0	2.7	4.8	5.2	4.5	4.6	6.5	6.3	5.2	5.0	3.9
E. I will give up trying to get a diploma altogether.	1.6	3.4	2.8	3.1	2.5	1.6	2.3	2.5	3.0	2.6	3.9	3.3	2.4	2.2	2.9
F. I do not know what I will do.	20.0	22.1	20.4	28.5	19.3	20.3	17.6	17.4	25.8	23.0	17.7	21.4	15.0	17.8	24.6

Summary of Grade Ten Findings

Comparisons of Grade Ten Students' Responses 2005–13

The trend data reveal multiple positive changes in student perception of the CAHSEE over time. In 2013 an increased percentage of students reported:

- They will earn a high school diploma with the rest of their class (or earlier).
- They will attend a four-year college or university after high school.
- Test items were similar to those that they had seen in class (mathematics).
- They will stay in school and try again to pass the CAHSEE if they do not pass during this administration.

A decreased percentage of students reported that

- They used textbooks to prepare for the CAHSEE.
- They may drop out before the end of 12th grade.
- Conditions in the testing room made it difficult to concentrate.
- They did not take a course that covered the CAHSEE topics.

Comparisons of Grade Ten Students' Responses in 2013 by Whether They Passed the Tests

We compared student responses for those who passed both tests, passed only ELA, passed only mathematics, and passed neither. Overall, students who passed both tests reported the most positive perceptions about the CAHSEE and those who passed neither test reported the most negative perceptions.

A higher percentage of students who passed both tests were most likely to report that:

- They used released (sample) items to prepare for the CAHSEE.
- They would graduate with the rest of their class or earlier.
- They were confident that they would receive a high school diploma.
- They would attend a 4-year college or university after high school.
- The topics and test questions were familiar and easy.

Differences in Grade Ten Students' Responses in 2013 by Key Demographic Characteristics

By Gender. The data generally reveal more positive perceptions about the CAHSEE for females than males. Females are more likely to respond that they are confident they will earn a high school diploma with the rest of their class, and that they are confident they will receive a diploma. Females are more likely than males to plan to attend a four-year college or university or a community college than males. Females also reported more familiarity with the CAHSEE topics and item types than males.

By Ethnicity. Student perspectives across the questionnaire items differed between ethnic groups. Hispanic students were the most likely of all ethnic groups to see the CAHSEE as a potential barrier to earning their high school diploma, while Asian students were most likely to be confident that they would earn a high school diploma. Asian, White, and Filipino students reported familiarity with CAHSEE topics and test questions at higher levels than other groups, while more African Americans than others reported unfamiliarity with the topics and that test questions were more difficult than what they had encountered in their courses.

By Disability and English Learner Status. Students classified as both SWD and EL expressed less confidence in their ability to earn a high school diploma with their class than other groups and are less likely to have plans to attend college (either four-year or community) after high school than their peers. This group is also most likely to be concerned that the CAHSEE may prevent them from earning a diploma, and are least likely to find the CAHSEE topics and test questions familiar. Those who are only EL or SWD generally show slightly more positive responses; however, their responses are typically more negative than those of the general population.

By Economically Disadvantaged Status. In general, students who are not labeled as ED have a more positive perspective on the CAHSEE. ED students were more likely than the general student population to report that CAHSEE topics and questions were unfamiliar to them, and were more likely to respond that they had to work harder to learn the skills necessary to pass the tests. ED students were also less confident in their ability to earn a diploma with the rest of their class, and were less likely to have plans to attend a four-year college or university after high school.

Overall Summary of Grade Ten Responses

In general, the grade 10 student perspectives of the CAHSEE are positive and are either staying consistent or improving over time. Student responses after taking the ELA tend to be slightly more positive than those of students who have just taken the mathematics exam. The results were very similar to previous years, with SWD and EL students most likely to be unfamiliar with CAHSEE content and item types, particularly students who are both EL and SWD. Results suggest there are also differences in reported content exposure depending on racial/ethnic group, or whether one is classified as ED or not. Particularly, Hispanic, African American, and American Indian/Alaskan Native students, and those who are classified as ED report less exposure to CAHSEE content than other groups.

Findings from 2013 Grade Twelve Students

The next section examines a selection of responses to the student questionnaires of 2013 grade twelve students in 2011, when they first took the examination, and again in 2013. The questions selected were those pertaining to post-graduation plans and content and instruction coverage. We were interested in how grade twelve students who are still taking the CAHSEE respond to these topics toward the end of their education compared to when they were grade ten students. We compare the responses of those who passed the CAHSEE in 2013 and those who did not. Because questions 12 and 13 were new in 2013, we are unable to compare responses on them.

Grade Twelve Demographic Information

Table 3.32 provides the frequencies of grade twelve students who had taken the CAHSEE in 2011 and were still attempting to pass the ELA and/or mathematics CAHSEE in 2013 by whether they passed or did not pass in 2013. More students who were still taking the CAHSEE in 2013 in grade 12 failed than passed.

Table 3.32 Frequency of 2013 Grade Twelve Students Who Took the CAHSEE as Grade 10 students in 2011 and Again in 2013 Who Passed and Who did Not Pass the Tests in 2013

Grade 12 Passing Category	ELA	Mathematics
Passed in 2013	13,338 (37.9%)	12,416 (37.5%)
Did not pass in 2013	21,892 (62.1%)	20,658 (62.5%)

Graduation Expectations and Post-High School Plans

In 2013, grade twelve students who were still taking the CAHSEE were more likely to believe that the CAHSEE would prevent them from earning a high school diploma than they were in 2011 (see Table 3.33). A higher percentage of students who passed in 2013 reported confidence that they would earn a diploma than those who did not pass. In 2013, the students still taking the CAHSEE were less concerned about an inability to pass their required courses than they were in 2011.

Table 3.33. Responses of 2013 Grade Twelve Students, in 2011 as Grade 10 Students and 2013 After CAHSEE Tests, as to What Might Prevent Them From Receiving a Diploma, by Those Who Passed in 2013 and Those Who Did Not (in Percentages)

Question 4. What might prevent you from receiving a high school diploma? (Mark all that apply.)	ELA Questionnaire Responses				Math Questionnaire Responses			
	Students Passing		Students Not Passing		Students Passing		Students Not Passing	
	2011	2013	2011	2013	2011	2013	2011	2013
A. I may not pass all the required courses.	28.3	15.4	23.1	17.0	31.1	14.7	27.7	17.0
B. I may not pass the CAHSEE exam.	36.4	51.4	37.7	48.2	40.1	54.7	40.5	49.3
C. I may drop out before the end of 12th grade.	4.9	3.0	7.5	6.1	4.4	3.3	5.9	6.1
D. I may not meet some other graduation requirement.	15.2	9.1	12.9	9.7	14.0	8.6	12.4	9.4
E. I am confident I will receive a high school diploma.	33.9	34.1	31.8	28.3	29.3	29.9	28.1	26.9

A higher percentage of grade 12 students who were still taking the CAHSEE in 2013 responded that they would attend a community college after high school in 2013 than did in 2011. Students still taking the CAHSEE as twelfth graders were less likely to report plans to attend a four-year college or university than they did as tenth graders (see Table 3.34).

Table 3.34. Responses of 2013 Grade Twelve Students, in 2011 as Grade 10 Students and in 2013 After ELA and Mathematics Tests, as to What They Would Do After High School, by Those Who Passed in 2013 and Those Who Did Not (in Percentages)

Question 5. What do you think you will do after high school?	ELA Questionnaire Responses				Math Questionnaire Responses			
	Students Passing		Students Not Passing		Students Passing		Students Not Passing	
	2011	2013	2011	2013	2011	2013	2011	2013
A. Join the military	9.9	10.2	11.5	11.4	9.7	9.9	11.06	11.4
B. Go to a community college	26.3	46.8	24.5	40.8	27.7	47.6	26.98	42.2
C. Go to a 4-year college or university	40.9	22.8	35.4	20.0	39.2	22.3	34.09	18.6
D. Go to a vocational, technical, or trade school	5.0	6.4	5.9	6.7	5.0	6.7	5.34	7.2
E. Work full-time	10.4	10.2	12.9	15.2	10.5	9.8	12.92	14.4
F. Do something else (besides school, work, or the military	7.5	3.7	9.8	6.0	7.9	3.7	9.61	6.2

Content and Instruction Coverage

Slightly more than 20 percent of twelfth graders who did not pass the CAHSEE in 2013 responded that many topics on the CAHSEE were not covered in their courses this year. Those who did pass in 2013 were more likely to be familiar with the topics (see Table 3.35). For students who did not pass in 2013, slightly fewer reported familiarity with topics compared to how they responded in 2011.

Table 3.35. Responses of 2013 Grade Twelve Students, in 2011 as Grade 10 Students and 2013 After CAHSEE Tests, as to Whether the Tested Topics Had Been Covered in Courses Taken, by Those Who Passed in 2013 and Those Who Did Not (in Percentages)

Question 7. Were the topics on the test covered in courses you have taken?	ELA Questionnaire Responses				Math Questionnaire Responses			
	Students Passing		Students Not passing		Students Passing		Students Not passing	
	2011	2013	2011	2013	2011	2013	2011	2013
A. Yes, all of them.	34.1	35.6	32.4	29.2	26.0	29.7	26.1	25.9
B. Most, but not all of them (two-thirds or more were covered).	52.6	51.3	49.7	50.2	56.3	57.5	53.8	53.1
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	13.3	13.2	18.0	20.6	17.7	12.8	20.1	21.0

Table 3.36 shows an increase in the percentage of students reporting that test questions were easier or similar to those they had encountered in 2013 compared to their responses in 2011. The increases were larger for students who ended up passing in 2013.

Table 3.36. Responses of 2013 Grade Twelve Students, in 2011 as Grade 10 Students and 2013 After CAHSEE Tests, as to Whether Test Questions Differed From Those Encountered in Homework or Classroom Tests, by Those Who Passed in 2013 and Those Who Did Not (in Percentages)

Question 8. 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?	ELA Questionnaire Responses				Math Questionnaire Responses			
	Students Passing		Students Not passing		Students Passing		Students Not passing	
	2011	2013	2011	2013	2011	2013	2011	2013
A. Yes, many were different from anything I had seen before.	22.2	18.9	27.0	26.4	22.9	17.7	28.0	26.2
B. Yes, a few were different from anything I had seen before.	53.9	53.5	51.2	50.5	56.1	57.2	51.3	51.3
C. The test questions were generally easier than the questions I encountered in my course work.	23.9	27.6	21.8	23.1	21.0	25.1	20.7	22.6

The grade twelve students were less likely to report in 2013 that questions on the CAHSEE were generally more difficult than those they had seen in class than they had been in 2011 (see Table 3.36).

Table 3.37. Responses of 2013 Grade Twelve Students, in 2011 as Grade 10 Students and 2013 After CAHSEE Tests, Regarding the Comparative Difficulty of the Test Questions, by Those Who Passed in 2013 and Those Who Did Not (in Percentages)

Question 9. Were the questions on this test more difficult than questions you were given in classroom tests or homework assignments?	ELA Questionnaire Responses				Math Questionnaire Responses			
	Students Passing		Students Not passing		Students Passing		Students Not passing	
	2011	2013	2011	2013	2011	2013	2011	2013
A. Yes, the test questions were generally more difficult that the questions I encountered in my course work.	30.6	24.8	36.0	32.3	37.5	29.7	40.0	35.6
B. The test questions were generally about as difficult as the questions I encountered in my course work.	50.3	57.0	43.0	46.8	48.5	57.6	43.5	48.2
C. The questions were generally easier than the questions I encountered in my course work.	19.1	18.2	21.0	20.9	14.0	12.7	16.5	16.2

Students who were taking the CAHSEE in grade 12 were more likely to report that they did not take courses that covered CAHSEE topics or that they had trouble with the topics when they were covered in 2013 than in 2011. They were less likely to report that they had forgotten things they were taught about the topics in 2013 compared to 2011 – this was true for students who did and did not pass in 2013 (see Table 3.38).

Table 3.38. Responses of 2013 Grade Twelve Students, in 2011 as Grade 10 Students and 2013 After CAHSEE Tests, as to Why Some Topics Were Difficult for Them, by Those Who Passed in 2013 and Those Who Did Not (in Percentages)

Question 10. If some topics on the test were difficult for you, was it because:	ELA Questionnaire Responses				Math Questionnaire Responses			
	Students Passing		Students Not Passing		Students Passing		Students Not Passing	
	2011	2013	2011	2013	2011	2013	2011	2013
A. I did not take courses that covered these topics.	13.8	16.8	16.8	22.4	16.7	17.9	19.1	22.24
B. I had trouble with these topics when they were covered in courses I took.	28.5	31.6	29.0	32.2	38.6	41.8	35.6	38.06
C. I have forgotten things I was taught about these topics.	40.9	34.0	35.5	29.4	36.9	33.1	34.0	29.2
D. None of the topics was difficult for me.	16.7	17.7	18.6	15.9	7.9	7.2	11.3	10.5

Summary of Grade Twelve Student Responses

Students still attempting to take the CAHSEE in grade 12 in 2013 showed different student questionnaire response patterns as seniors compared to their sophomore responses. These students were less likely to have plans to attend a four-year school after graduation, and more likely to plan on attending a community college.

While students who did not pass in 2013 were less likely to report confidence that they would receive a high school diploma than did in 2011, the difference was very slight.

There was generally very little difference in reported familiarity with test topics and question types between 2011 and 2013 for these students, indicating that those who were not exposed to CAHSEE-like topics and questions in grade 10 were unlikely to be exposed later in high school.

Chapter 4: Middle School English Learner Study

Michele M. Hardoin, Wade Buckland, Thisie Schisler-Do, Caroline Wiley

Introduction

In the 2012–13 school year, HumRRO and CDE staff began a retrospective pilot study of interventions and remediation offered to middle school English learner (EL) students. Middle schools were studied because many of the mathematics content standards for grades six through eight and several of the English-language arts (ELA) content standards for grade eight are covered on the CAHSEE. California's EL student population bears closer examination for several important reasons:

- CAHSEE passing rates for grade ten EL students continue to trend lower than rates for all grade ten students (31.7% vs 75.3%, see Chapter 2, Table 2.19), and later entry and longer term EL students are most at risk.

- Grade ten responses to the CAHSEE questionnaire indicate EL students are more likely than other students to report (a) not having taken courses that covered CAHSEE topics, (b) having had trouble with topics on the CAHSEE when they were covered in courses they took, (c) that many topics on the CAHSEE were not covered in the courses they took, (d) that the questions on the CAHSEE were generally more difficult than questions they were given in classroom tests, homework, or assignments, and (e) that the types of questions on the CAHSEE were different from what they encountered in their homework assignments or classroom tests (see Chapter 3, Table 3.30).

- Although the number of EL students in the state has declined slightly each year since 2009–10, over 210,000 students in grades six through eight were classified as English learners in 2012–13, or about 15 percent of the statewide enrollment in public schools for those grades (http://dq.cde.ca.gov/dataquest).

- Although the gaps are shrinking, English learners continue to have a higher dropout rate (24% for the Class of 2012), lower graduation rate (62% for the Class of 2012), and higher rate of enrollment past their grade twelve year (13.5% for the Class of 2012) than the statewide rates for these outcomes (13%, 78.5%, 7.5%, respectively, for the Class of 2012) (see Chapter 6, Table 6.1).

Background on English Learner Classification

In compliance with federal law (Title III of the Elementary and Secondary Education Act [ESEA] and state law (*California Education Code* [EC] sections 313[d] and 60810 through 60812), EL students in California are assessed to monitor their progress in becoming fluent in English. After being identified based on a home language survey as students whose primary language is not English, EL students are tested initially and then annually using the California English Language Development Test (CELDT), which measures four domains (listening,

speaking, reading, and writing in English) and places students into one of five performance levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). CELDT results are used to place students in appropriate English language development (ELD) classes and qualify them for EL programs and services. ELD classes are typically named to correspond to the five CELDT performance levels, with ELD1 at the Beginning level and ELD5 at the Advanced level.

Current state law (*EC*313[d]) requires Local Educational Agencies (LEAs) to establish reclassification policies and procedures based on English language development test (currently CELDT) scores, English-language arts test scores, teacher evaluation, and parental input. The State Board of Education (SBE) provides additional guidelines to clarify how to apply these criteria to LEA reclassification decisions, including recommended CELDT, California Standards Tests (CST), and California Modified Assessment (CMA) performance levels. The State Board of Education (SBE) guidelines state that the CELDT should be the primary criterion and recommend for reclassification consideration those students whose overall performance is Early Advanced or higher, with an Intermediate or higher performance on each domain. However, the SBE guidelines also indicate that students with upper Intermediate level overall scores may be considered for reclassification. LEA criteria and policies for reclassification, such as minimum ELA CST scale score, vary and may include a district-designed assessment such as a writing test. HumRRO is not aware of any source that documents the extent or degree of variations in local criteria among LEAs statewide. Students who meet their LEA's criteria are changed from EL status to Reclassified or Redesignated Fluent English Proficient (RFEP) status and are no longer assessed by the CELDT. RFEP students are placed in the regular instructional program; LEA monitoring of their academic progress is required for two years.

Study Design and Methods

The Middle School English Learner Study is designed to help answer the following research question:

What programs or strategies are middle schools and LEAs using to help EL students make grade level progress to prepare them to pass the CAHSEE in high school, and how effective are the programs or strategies?

The study was designed to be carried out in two phases. Phase one, completed in 2012–13, was a very small scale qualitative data collection effort: telephone interviews with middle school and LEA staff who provide support services to EL students. Phase one findings are intended to inform the second phase, development of a Web-based survey and administration of the survey to approximately 100 participating schools or LEAs. Phase two will be completed in 2013–14.

Phase One Activities

HumRRO carried out the following activities in phase one of the study. CDE staff supported HumRRO in recruiting participants, providing information about the CELDT testing program, and developing interview protocols for the study.

Identified target middle schools and their associated LEAs. HumRRO analyzed students' grade seven CST data and grade ten CAHSEE data to identify schools and LEAs whose students had below-predicted CAHSEE performance (low recovery) and better-than-predicted CAHSEE performance (high recovery). This involved (1)

predicting CAHSEE scores, using a simple regression of CAHSEE scale scores on corresponding grade seven CST scores (ELA or mathematics), controlling for gender, race, special education status, EL status, parents' education level, and participation in the National School Lunch Program (NSLP); (2) computing and standardizing residuals or "gains" using actual CAHSEE scores; (3) computing risk status for individual grade seven students with CST scores at the basic or below basic level; and (4) identifying schools where all at-risk grade seven students and all at-risk grade seven EL students had average CAHSEE scores more than two standard errors below (low recovery) or above (high recovery) the predicted score in both ELA and mathematics. This analysis used CST data from 2009 grade seven students and CAHSEE data from 2012 grade ten students. A total of 48 middle schools were identified, 19 of them high recovery and 29 of them low recovery schools. These schools were associated with 34 LEAs.

We included LEA and school site personnel in our interviews for several reasons. The LEA, not the school, is responsible for establishing reclassification policies and procedures for English learners. We were interested in learning about district-wide offerings to support middle schools, possible variations across middle schools within an LEA, and the capacity of the LEA to deliver EL support services. At the school level, we wanted to learn how the LEA policies for ELs translated into implementation, what the varying needs of the school-specific EL populations were, how EL student progress was monitored, and the capacity of the school to deliver EL support services. At both the LEA and the school level, we solicited recommendations for improving EL support services.

Recruited LEAs and schools to collaborate on the study and obtained contact information for potential interviewees. In January 2013, CDE e-mailed a letter of invitation to participate in the study from the Assessment Development and Administration Division Director to the CAHSEE District Coordinators of the LEAs associated with the 48 targeted schools. Ten of the schools were in elementary, not in high school, districts; for these schools, California Department of Education (CDE) staff identified which high school received the feeder middle school students and identified the corresponding LEA. HumRRO followed up by sending an e-mail letter to the LEAs' CAHSEE District Coordinators explaining the study and requesting contact information for (a) an interviewee from the LEA and (b) the principal for the targeted middle school(s). We asked that the designated LEA interviewee be a staff member "who has knowledge about English language learner (ELL) services, programs, and reclassification processes for middle school and high school students" and who worked in the LEA within the time period of 2009 to 2012.

HumRRO next communicated with school principals via e-mail to obtain contact information for appropriate school site EL support personnel to interview. We asked that the designated middle school interviewee be the staff person "who is most knowledgeable about English language learner (ELL) instruction, services, programs, and reclassification processes that were in place from 2009 through 2012 for your middle school students."

HumRRO followed up by telephone when replies to e-mails were not received. We limited our efforts to make contact with potential interviewees to four attempts, assuming lack of response indicated unavailability to participate in the study. We gained participation of 10 LEAs, who provided contact information for 14 schools.

Appendix A includes copies of the letters e-mailed to LEAs, principals, and school staff from CDE and HumRRO.

Conducted background research. HumRRO staff met with CDE staff from the English Language Proficiency Assessments (ELPA) office to discuss the CELDT testing program and learn about other aspects of EL student services in California public middle schools. HumRRO reviewed recent policy briefs and reports on English learner assessments and instructional practices. The following were noteworthy in providing context for our study.

- California added Sections 313.1 and 313.2 to its *California Education Code* in 2012, establishing a statewide definition of Long Term English Learners (LTELs) and requiring LEAs to report annually the number of their LTELS. A "long-term English learner" is defined as an English learner enrolled in grades 6 to 12, inclusive, who has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test [currently the CELDT], and scores far below basic or below basic on the English language arts standards-based achievement test [currently CST or CMS]. Section 313.1 also provides a definition of English learners at risk of becoming LTELs.

- The policy brief, *Essential Elements of Effective Practices for English Learners* (Cadiero-Kaplan, Californians Together, 2012), described four research–based components that are critical for effective EL language and academic development: (a) rigorous relevant instructional practices, (b) multiple measures for EL assessment, (c) assessing practices of teachers of ELs, and (d) collaboration and professional development.

- The report, *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*, (Laurie Olsen, Californians Together, 2010), described the academic struggles of long term English learners. It described typical secondary school course and program placement approaches for EL students based on a Californians Together survey, and it presented new strategies or combinations of supports that some districts and schools have piloted to better serve their LTEL populations.

- The policy brief, *Improving the Validity of English Language Learner Assessment Systems* (Wolf, Herman, Dietel, CRESST, 2010), primarily emphasized priorities for improving the validity of English language proficiency and content assessments for EL students, but it also

recommended building teacher capacity: “Schools should integrate academic language instruction along with content instruction to improve assessment validity and increase ELL[5] students’ opportunity to learn.”

- The report, *Understanding Patterns and Precursors of ELL Success Subsequent to Reclassification* (Kim, Herman, CRESST, 2012), addressed the tension inherent in reclassification of ELs as English proficient, with negative consequences resulting from premature reclassification (students being mainstreamed before they are ready to be successful) as well as from prolonged EL status (reduced access to core curriculum). The study focused on students reclassified in grades 4 through 6 and found no evidence of the former concern, that the reclassified (former ELL) students fell behind in academic growth.

Developed telephone interview protocols. HumRRO created a series of open-ended questions to collect qualitative data about policies, strategies, interventions, and remediation efforts for at-risk students from middle school and LEA EL support staff via telephone interviews. CDE staff reviewed and approved the protocols, which asked about both cognitive and non-cognitive EL support services and programs. Appendix B includes the full version of each protocol, including sample responses to help guide the researchers conducting the interviews. A number of very similar questions were asked of middle school and LEA staff, as shown in the “Crosswalk Between Interview Protocols” (Appendix C). The topics covered in the interview protocols were intended to address the range of possible EL services and variables affecting EL student academic performance and are listed in Table 4.1.

[5] Both English learner (EL) students and English Language Learners (ELL) are terms used to describe the population studied; our report uses EL to align with CDE usage.

Table 4.1. English Learner Topics in Phase One Interview Protocols for Intervention and Remediation Study

Interview Topic	LEA Protocol	Middle School Protocol
Characteristics of local population	X	X
Instructional settings		X
Support staff	X	X
Language of instruction		X
Resources to inform program and services	X	
Instructional materials		X
Programs and services	X	X
Professional development	X	X
Teacher collaboration for student needs		X
Placement and intervention policies	X	
RFEP process	X	X
Monitoring student progress	X	X
Self-evaluation of programs and services	X	
Programs for parents	X	X
CAHSEE Information to students and parents	X	X
Changes in student motivation or attitude	X	X
Recommendations to support students	X	X

Scheduled and conducted interviews with middle school and LEA staff. HumRRO compiled contact information for targeted school and LEA interviewees into a spreadsheet that documented e-mail and phone communications and served as the scheduling tool for assigning researchers to interviewees. HumRRO e-mailed the potential interviewees an overview of the study and offered a variety of times and dates to choose from, working to arrange an interview time most convenient for the interviewee. HumRRO followed up by telephone, as needed. Several scheduled interviews were cancelled and rescheduled, at the interviewee's request, and a few other interviewees provided replacement staff members due to availability issues.

HumRRO's project director led a training session with three HumRRO researchers who would be conducting interviews. All had prior experience in school site data collection from HumRRO's NAEP quality assurance work and from prior CAHSEE studies. During the training, interviewers reviewed the protocols, discussed strategies for asking follow-up questions and monitoring interview timing, reviewed acronyms and other concepts specific to EL populations (e.g., CELDT levels, Specially Designed Academic Instruction in English (SDAIE), RFEP), and confirmed their understanding of confidentiality of collected data. Prior to each scheduled interview, HumRRO researchers conducted a brief review of the LEA or school Web site to gain an overview of the context (e.g., demographics, recent accountability report cards, notable EL services) for the interview, finding a wide variety in the level of detail of information provided on the Web sites and how up to date it was.

In scheduling the telephone interviews, HumRRO had asked each interviewee to reserve about one hour of time, aiming to finish each interview within 45 minutes.

HumRRO e-mailed interviewees a confirmation of the interview time and date, information on how to log into the toll-free conference line, and the list of questions to be asked. It was expected that the majority of the middle school interviews would be conducted during a teacher's planning or preparation period, and HumRRO tried to adhere to the planned interview time limit to be respectful of the school environment. For the LEA interviews, HumRRO allowed the interviews to run longer, if the interviewees had availability and wished to elaborate on their responses. In fact, one LEA interviewee invited three other EL support staff to join the interview and scheduled a second hour to allow more detailed responses.

Each telephone interview was conducted in two-person teams, with a facilitator and note taker scheduled based on availability. Based on previous experience, HumRRO realized that there might not be enough time to cover the entire protocol on every interview, for a variety of reasons (e.g., late arrival of the interviewee, unexpected conflict or emergency situation), and that the interview might be terminated prematurely. We considered producing an alternate short form of the protocol, as was done for earlier HumRRO CAHSEE instruction studies. We decided that the first two-thirds of the questions collected critical data and that monitoring progress was our best approach for avoiding running out of time.

Phase Two Activities

The outcomes of phase one data collection will be used to inform development of the primary phase two activity, administration of a Web-based survey with questions about LEA and middle school policies, strategies, interventions, and remediation efforts for at-risk EL students. To review and refine a draft version of the survey, HumRRO will conduct focus group meetings with reviewers from LEAs and schools via conference calls and webinars. The Web-based survey will be fielded with school principals, teachers, and LEA respondents in the fall of 2013 or spring of 2014.

HumRRO will aggregate survey results and analyze student outcomes (i.e., CAHSEE performance) associated with the intervention and remediation efforts. We will report draft findings in the 2014 Annual Evaluation Report.

Phase One Participants

We scheduled and completed eight LEA interviews and six middle school interviews. One additional middle school participant, who had scheduled an interview but then had to cancel it, provided very brief written responses to the list of questions from our interview protocol. For every middle school participant except one, we also interviewed a corresponding LEA participant. We assured confidentiality to study participants and therefore do not identify the target LEAs or schools by name. Our goal is to provide information about the variety of programs, policies, and interventions that this small subset of schools in the state is implementing for their EL students.

Table 4.2 below lists the interviewees by code. The alpha character in the code identifies an LEA, and the numeral indicates a middle school associated with that LEA. For two LEAs (C and E) we had no middle school level participation, and for one middle school (G1) we had no LEA level participation. Of the middle schools that provided interviewees, only two (A1 and I1)

met the “high recovery” criteria as defined by HumRRO in our identification of schools to target for this phase of the study. A number of the high recovery schools declined due to participation in other special projects, such as pilot testing for the Smarter Balanced Assessment Consortium (SBAC) assessments.

Table 4.2. Phase One Participants’ LEA or School Roles

LEA	Interviewee’s Current Role in LEA
A	Coordinator, K–12 Special Projects English/ELD Curriculum
B	Director, K–12 Language Services & Student Programs, Dual Immersion, and GATE
C	Director of K–12 English Language Development
D	Director of English Language Program
E	Coordinator, K–12 Reading Language Arts/English Language Development
F	Assistant Superintendent for Educational Services (former Director of EL Programs)
H	Secondary Supervisor for the Multilingual Pathways Department (former EL Support Services)
I	Director of English Learner Programs and Student Achievement
School	**Interviewee’s Current Role in Middle School**
A1	Teacher Specialist (oversees all curriculum and supports ELD)
B1	8th Grade Counselor and English Learner Facilitator
D1	English Learner Specialist
F1	English Language Learner Coordinator
G1	English Learner Support Teacher
H1	Instructional Reform Facilitator
I1	Teacher on Special Assignment (TOSA, oversees English Learners)

Tables 4.3 through 4.6 describe the participating middle schools in terms of EL populations served, teachers of EL students, instructional services provided to EL students, CELDT scores, and reclassification of EL students to RFEP, by interviewee code. As shown in Table 4.3, the number of EL students has declined in all but one of the schools interviewed (G1), with school A1 having only about one third the number of EL students in 2012–13 that it did in 2008–09. The percentage of students enrolled in the middle schools and classified as EL also declined or remained the same for all schools but G1. The predominant primary language of EL students in 2012–13 in all schools but A1 was Spanish. The EL population change at A1 occurred in recent years, because in 2008–09 the primary language for 52 percent of EL students at that school was Spanish.

Table 4.3. Phase One Middle School EL Demographic Information

School	Grades	EL Students N (% of Enrollment)		Primary Language, % of EL Students	
		2008–09	2012–13	2012–13	
				Spanish	Other
A1	6–8	264 (26%)	95 (12%)	25%	75%
B1	6–8	317 (31%)	251 (28%)	99%	1%
D1	7–8	463 (28%)	263 (17%)	97%	3%
F1	6–8	469 (28%)	248 (28%)	100%	0%
G1	6–8	456 (36%)	436 (40%)	81%	19%
H1[1]	6–8[1]	143 (43%)	72 (36%)	96%	4%
I1	6–8	186 (15%)	84 (7%)	99%	1%
Statewide	6-8	266,557(19%)	210,510(15%)	81%	19%

Source: CDE Dataquest. http://dq.cde.ca.gov/dataquest
[1] Middle school combined with elementary school to become K–8 in 20011–12. Only grade 6–8 students are included in table.

Table 4.4 indicates that in 2010–11, the latest year for which data is available, most teachers serving EL students at participating middle schools were providing either SDAIE alone or a combination of ELD and SDAIE instructional services. SDAIE is defined by CDE as an approach used to teach academic courses to EL students that "should focus on increasing the comprehensibility of the academic courses normally provided to Fluent-English Proficient (FEP) and English-only students." ELD is defined by CDE as "English language instruction appropriate for the student's identified level of language proficiency." ELD is intended to promote second language acquisition of listening, speaking, reading, and writing. School H1 was the only school that provided primary language instruction, defined as instruction "in at least two academic subjects required for grade promotion or graduation with course curriculum equivalent to that provided to FEP and English-only students."

Table 4.4. Number of Teachers Providing Instructional Services to English Learners in 2010–11[1], by Participating School

School	ELD Only	SDAIE[2] Only	ELD & SDAIE[2]	Primary Language Instruction[3]	All Teachers of EL Students
A1	0	32	4	0	36
B1	0	0	32	0	32
D1	0	0	63	0	63
F1	0	0	64	0	64
G1	6	26	9	0	41
H1	5	10	0	1	16
I1	12	20	0	0	32
Statewide[4]	12,820	49,039	135,823	4,793	202,475

Source: CDE Dataquest. http://dq.cde.ca.gov/dataquest

[1] Latest year for which CDE data are available

[2] Teach at least two academic subjects required for grade promotion and graduation to English learners through Specially Designed Academic Instruction (SDAIE)

[3] Teach ELD, teach at least two academic subjects required for grade promotion and graduation, and teach EL students primarily through the primary language (L1).

[4] Students in all grades are included in table because breakdown by grade was not provided by source.

Table 4.5 presents similar information, from the EL students' perspective. In 2010–11, the latest year for which data is available, most of the middle schools' EL students received a combination of ELD and SDAI instruction. At school B1, more than half of the EL students also received support in their primary language.

Table 4.5. Number of English Learner Students Receiving Special Instructional Services in 2010–11[1], by Participating School

School	ELD Only	ELD & SDAIE	ELD & SDAIE with Primary Language (L1) Support	ELD & Academic Subjects in Primary Language (L1)	Other EL Instructional Services[2]	Total Number of English Learner Students
A1	0	135	0	0	0	135
B1	0	134	169	0	0	303
D1	124	173	18	0	24	339
F1	0	318	28	0	73	419
G1	0	468	0	0	7	475
H1	44	0	0	22	3	69
I1	0	218	0	0	0	218
Statewide[3]	111,698	888,104	258,165	71,809	91,807	1,441,901

Source: CDE Dataquest. http://dq.cde.ca.gov/dataquest

[1] Latest year for which CDE data is available

[2] Other instructional service specifically designed for EL students

[3] Students in grades K–12 are included in table because breakdown by grade was not provided by source.

Table 4.6 presents CELDT assessment results for EL students at the participating middle schools for 2011–12, the most recent data available. The annual CELDT assessment window for students whose primary language is other than English is July 1 through October 31

(out of phase with the CST testing window), and the untimed test is administered by LEA staff who receive formal CELDT training.

Table 4.6. Number and Percentage of Students at CELDT Overall Performance Levels on Annual Assessment in 2011–12[1], by Participating School

Performance Level	A1	B1	D1	F1	G1	H1[2]	I1
Advanced	25(17%)	25 (9%)	37 (11%)	17 (7%)	31 (7%)	3 (4%)	54 (24%)
Early Advanced	45 (30%)	120 (42%)	139 (42%)	85 (33%)	142 (32%)	26 (31%)	136 (59%)
Intermediate	45 (30%)	100 (35%)	104 (32%)	109 (43%)	179 (40%)	30 (36%)	36 (16%)
Early Intermediate	23 (15%)	35 (12%)	23 (7%)	27 (11%)	65 (15%)	19 (23%)	3 (1%)
Beginning	11 (7%)	6 (2%)	26 (8%)	17 (7%)	28 (6%)	5 (6%)	0(0%)
Total Tested	149	286	329	255	445	83	229

Source: CDE Dataquest. http://dq.cde.ca.gov/dataquest
[1] Latest year for which CDE data is available
[2] Middle school combined with elementary school to become K–8 in 2011–12. Only grade 6–8 students are included in table.

EL students whose overall CELDT performance is in the Early Advanced or higher levels and whose CELDT domain performance levels are all Intermediate or higher meet the primary criterion for reclassification as proficient in English, although they may not meet other criteria such as the LEA's cut point on the CST or CMA for English-language arts basic skills. Table 4.7 shows that the percentage of EL students who satisfied the CELDT criterion in 2011–12 varied widely at the participating schools, from a high of 79 percent (I1) to a low of 35 percent (F1). The statewide percentage of EL students in grades six through eight meeting the CELDT criterion (48%) is higher than that of all but two participating schools (D1 and I1).

Table 4.7. Number and Percentage of EL Students Meeting CELDT Criterion for Reclassification on Annual Assessment in 2011–12[1], by Participating School

School	Total EL Students Tested	EL Students Meeting CELDT Criterion Number (% of Tested)
A1	149	68 (46%)
B1	286	135 (47%)
D1	329	166 (50%)
F1	255	86 (34%)
G1	445	154 (35%)
H1[2]	86	30 (35%)
I1	229	181 (79%)
Statewide Gr. 6–8	231,268	111,783 (48%)

Source: CDE Dataquest. http://dq.cde.ca.gov/dataquest
[1] Latest year for which CDE data is available
[2] Middle school combined with elementary school to become K–8 in 2011–12. Only grade 6–8 students are included in table.

Since the 2009–10 academic year, CDE has been collecting student-level data in the California Longitudinal Pupil Achievement Data System (CALPADS) using the following categories for English language acquisition:

- English Learner (EL)
- Initially Fluent English Proficient (IFEP)
- Reclassified/Redesignated Fluent English Proficient (RFEP)
- English Only (EO)
- To Be Determined (TBD)

Table 4.8 presents information about the English Language Acquisition Status (ELAS) of EL students at the participating schools using the most recent data available, 2012–13. Reading across each row gives an important view of the variation in school context for middle school EL students. At the two high recovery schools (A1 and I1), the EL population is a much lower percentage of enrollment than the combined IFEP and RFEP populations (12% and 7%, respectively). Students whose primary language is English or TBD ranges from a low of 14 percent of enrollment (G1) to a high of 42 percent (F1). The statewide percentage of enrollment of English only and TBD students in grades six through eight (56%) is higher than that of any participating school. Unfortunately the data source did not separately report on the numbers of IFEP and RFEP students but instead reports total Fluent English Proficient (FEP) students, a category that combines students who initially met their LEA's criteria for proficiency in English (IFEP) with students who were reclassified from their prior EL status (RFEP). Also, the data source did not provide EO or TBD counts; the last column in the table is derived from the source data.

Table 4.8. Number and Percentage of Students by English Language Acquisition Status in 2012–13, by Participating School

School	Total Enrollment	EL Students	IFEP and RFEP Students[1]	EO and TBD Students[2]
A1	826	95 (12%)	556 (67%)	175 (21%)
B1	886	251 (28%)	325 (37%)	310 (35%)
D1	1,524	263 (17%)	617 (41%)	644 (42%)
F1	882	248 (28%)	304(35%)	330 (37%)
G1	1,090	436 (40%)	500 (46%)	154 (14%)
H1[3]	200	72 (36%)	77 (39%)	51 (26%)
I1	1,272	84 (7%)	793 (62%)	395 (31%)
Statewide Gr. 6–8	1,400,162	210,510 (15%)	408,190 (29%)	781,462 (56%)

Source: Derived from CDE Dataquest. http://dq.cde.ca.gov/dataquest

[1] Students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from Limited-English-Proficient (LEP) or English learner (EL) to FEP).

[2] Number of students whose primary language is English or not determined, calculated as enrollment minus ELs minus FEPs.

[3] Middle school combined with elementary school to become K–8 in 2011–12. Only grade 6–8 students are included in table.

Table 4.9 presents information about the participating schools' reclassification of EL students to Fluent English Proficient status (RFEP). From one year to the next, an EL student may retain EL status or be redesignated as RFEP. After being redesignated, the student retains RFEP status, even if the student transfers between LEAs with different LEA-specific reclassification criteria. CDE defines the percentage of students reclassified as fluent in 2012–13 as the number of newly reclassified students divided by the number of EL students in the

prior year (2011–12) times 100. Note the wide range of 2012–13 RFEP rates among the middle schools, with the highest reclassification rates (31% and 61%) occurring at the high recovery schools (A1 and I1, respectively) and lower rates taking place at other schools (1% for B1).

Table 4.9. Number of 2011-12 EL Students Reclassified as Fluent English Proficient in 2012–13, by Participating School

School	2011-12		2012-13	
	Total Enrollment	EL Students	New RFEP Students	New RFEPs as % of 2011-12 ELs
A1	841	140	43	31%
B1	882	271	2	1%
D1	1,510	262	72	28%
F1	883	248	12	5%
G1	1,135	459	67	15%
H1[1]	212	81	18	22%
I1	1,287	177	108	61%
Statewide[2]	6,220,993	1,387,665	168,960	12%

Source: CDE Dataquest. http://dq.cde.ca.gov/dataquest
[1] Middle school combined with elementary school to become K–8 in 2011–12. Only grade 6–8 students are included in table.
[2] Students in all grades are included in table because breakdown by grade was not provided by source.

Caveats

The phase one portion of this study involved a very small number of schools and LEAs, and in almost all cases just a single interviewee within each school or LEA. Interpretation of findings requires attention to the following limitations in data collection:

- The identification of target schools as high recovery or low recovery involved matching students' grade seven CST scores from middle school to their CAHSEE scores from grade ten. We did not investigate students' academic performance or location of school attendance in the intervening years between those assessments, so the recovery or lack of recovery may not relate to instruction, policies, or practices at the identified middle school.

- The length of time of the interview (45 minutes to one hour) relative to the number of topics discussed (17) was very limited, allowing for brief rather than in-depth responses to most questions. HumRRO noted interviewee responses by hand as they were delivered orally, so no audio recording was available to enable us to re-listen to replies later.

- Due to the retrospective nature of the identification of targeted middle schools, the protocols asked interviewees to point out any significant changes implemented within the 2009–2012 timeframe with respect to EL students. For schools with Title III Improvement Plans, current Master Plans and recent practices were clearly more in the interviewees' minds than those in place several years ago. Additionally, with the transition to the Common

Core State Standards (CCSS) taking place in all the schools, interviewees noted changes in progress to address this transition.

- Finally, only two of our target schools met the high-recovery definition (A1 and I1), and only one of these had a predominantly Spanish speaking EL population. The small number of high-recovery participants was unlikely to provide the full range of responses that describe effective EL practices, contexts, and policies. With a total of only seven school participants, we lack adequate data to make many meaningful comparisons or make any claims about whether particular practices, strategies, programs, or policies may contribute toward improved CAHSEE passing rates for at-risk EL students.

While it will be our intent to collect data in phase two to allow for comparisons between middle schools, we acknowledge that schools have unique EL populations and contexts that are undergoing continuous change, and therefore what is successful in one school may not necessarily be so in another school or even in the same school at a later time.

Phase One Results – Findings by Topic

To explore the strategies and programs schools and LEAs offer EL students, our interview protocols began by asking about the context of EL students in the schools: What procedures and criteria do the LEAs and schools use to place EL students, and what monitoring activities and interventions are in place for at-risk students who fail to make adequate progress in English language development and academic content? The protocols next delved into reclassification processes and criteria, professional development for school and LEA staff, parent support programs, and support staff and resources that inform programs at the LEA level. Finally, interviewees were asked for their recommendations for areas of improvement. This section of the report summarizes the responses we heard from interviewees on each of these main topics.

Local EL Population

Although information about school populations is available on CDE and school Web sites, we asked each interviewee to briefly describe his or her LEA or middle school EL population for the purpose of capturing trends since 2008–09 and any significant qualitative descriptions. Several notable findings:

- Two of the interviewees whose EL population had declined over the past three years stated this fact (A1 and D1) and attributed some of the decline to recent efforts to increase reclassification of incoming grade six EL students as RFEP.

- One interviewee (B1) noted that more of the newcomer ELs (i.e., EL students attending a school in the US for the first time) are achieving CELDT Early Advanced scores, rather than Early Intermediate as in prior years.

- One interviewee (F1) indicated that the overcrowded middle school had been split into two schools in 2011, but that the percentages of ELs were stable.

- Several interviewees indicated that nearly their entire school population is considered to be made up of English learners.

- Most interviewees mentioned that they identify and work with newcomers; two interviewees (D1 and I) mentioned that they identify and work with Long Term English Learners as important subsets of the general EL population.

ELD and Core Academic Instructional Settings and Practices

We asked school EL specialists several questions to gain an understanding of (a) how their EL students were initially placed into ELD and core classes, (b) how the courses were structured and what EL instructional practices were used, and (c) how students were monitored for grade level progress and supported with interventions if needed. Interviewees described a variety of approaches, and some also explained that in recent years changes were made specifically to address EL achievement gaps in ELA and math, to respond to changing EL populations, to better target needs of LTELs, or to accommodate changes in funding and staffing (usually reductions).

Interviewees reported that EL students were mostly in Structured English Immersion (SEI) programs receiving ELD and SDAIE instructional services, or mainstreamed if they scored Advanced on the CELDT. One school (H1) had a dual immersion program, with all ELs receiving instruction in Spanish in addition to instruction in English in core courses.

Course placement practices for EL students. The interviewees described LEA and school site staff working together, guided by LEA and school policies, to make individual student-level placement decisions for ELD, ELA, and math courses at the beginning of the school year using the most recent available CELDT scores, CST scores, LEA assessments such as reading benchmark tests, progress reports, and teacher assessments. Several LEA interviewees mentioned that an intervention list was generated by Key Data Systems, using data to identify those students needing the most help. Additionally, several interviewees (B and D1) described holding goal setting meetings with students, including review of test data and grades to get student input to placement decisions. Interviewee H described Pathway Language tests in several languages (Cantonese, Mandarin, and Spanish)

The availability of ELD classes at distinct levels corresponding to CELDT performance levels (ELD1 for Beginning through ELD5 for Advanced) varied across schools. Interviewees described the lowest English language development courses (ELD1 and ELD2) as being primarily for newcomers, and noted that depending on the number of EL students there might be a combined ELD1–2 class, an ELD3–4, or even ELD1–3. Regarding whether LTEL and more recently arrived ELs were grouped together in ELD courses, based on comparable CELDT scores (e.g., overall Intermediate), one interviewee (F) noted that no distinction is made; however, another interviewee (H), said

that schools are encouraged to place LTELs in separate classes from newcomers. Though instruction was not in the native language, several interviewees mentioned that bilingual tutors or clerks assisted if the teacher was not bilingual. Several schools created block schedules so that EL students could more easily move between levels as their English skills progressed, avoiding disruption of their core class schedule.

Interviewees gave various names for levels of ELA core courses, including honors, benchmark, standard, strategic, intensive, co-op. EL students scoring low on ELA CSTs (two or more years behind grade level) were typically placed in a "two-block" schedule, such as one ELA support class (which might be ELD) along with an ELA core class. Three schools mentioned that students with disabilities (SWD) and EL students were in the same ELA support classes (B1 and I1), meaning an aide would be available; however, one interviewee (D1) noted intentional separation of EL students from SWD. Most interviewees (A1, B1, D1, G1) mentioned school efforts to schedule EL students with core ELA teachers who have a BCLAD (Bilingual, Cross-cultural, Language, and Academic Development) or CLAD (Cross-cultural Language and Academic Development) certificate or who are trained in SDAIE practices. One interviewee (H1, dual immersion school with no formal ELD) explained that all ELs received instruction in Spanish, and all students received SDAIE. That school had five pathways for EL students (Immersion Pathways, Biliteracy Pathways, World Language Pathways, English Plus Pathways, and Newcomer Pathways) that each included a daily minimum of 30 minutes of ELD instruction, Primary Language and/or SDAIE methodologies, avoidance of linguistic isolation, and bilingual, cross-cultural, language, and academic development.

Though most interviewees provided detailed responses about placement with respect to ELA, interviewees also noted that for mathematics, EL students are placed in regular pre-Algebra or two-period blocks for pre-Algebra. The latter was typical for EL students who had low scores on CSTs and also need vocabulary development, based on CELDT scores. One interviewee (A1) described a Beyond the Basics class that students in the two-period math block take to address gaps in skills and help them maintain the pace of the core class. Another interviewee (D1) mentioned that EL students who are "brilliant in math are appropriately placed in advanced math classes even if they are at the ELD3 level."

Instructional materials. We asked interviewees to describe (a) the instructional materials used at their middle schools for mainstream ELA and mathematics courses and (b) supplemental materials provided to EL students. The responses did not consistently include titles and publishers for both core and ELD courses, and therefore our school-level data are not complete. Tables 4.10 and 4.11 list all ELA, ELD, and mathematics instructional materials named by interviewees and, where applicable, the type of program for which the material is used. There is little commonality in instructional materials across this small sample of schools, although three interviewees named READ180, Scholastic's reading intervention program. Interviewee I1 noted that the same core text was used for all ELA courses, regardless of student English language proficiency level or English-language arts skill level. LEA interviewee C explained that materials are not standard because some school sites use categorical funds to purchase supplemental materials such as English/Spanish dictionaries.

Table 4.10. ELA and ELD Instructional Materials and Program Types Named by Interviewees

	Core Instructional Materials				
	Basic	Basic with ELD	Intervention for ELs	ELD	Supplemental Materials
Holt Literature	x	X	x		
McDougal Littell	x	X			
Prentice Hall Literature	x	x			
INSIDE Reading			x		
Pearson Longman Keystone			x		
Prentice Hall Language			x		
Scholastic READ180, Systems 44			x		
Scholastic English 3D				x	
Visions				x	
Achieve3000 (computer based)					x
Leveled library books					x
Rosetta Stone					x
Translation dictionaries					x

Table 4.11. Mathematics Instructional Materials and Program Types Named by Interviewees

Instructional Materials	Core Basic	Core Intervention
Prentice Hall	x	x
Holt Pre-Algebra	x	x
Glencoe/McGraw-Hill	x	x
Swun Math	x	
iPad3 Math	x	
Holt Algebra	x	
College Preparatory Mathematics (CPM) Algebra	x	
Beyond the Basics		x

Monitoring progress and providing interventions. We asked interviewees how the school or LEA monitored individual EL student progress in English language development and grade level progress in core subjects, and what interventions were provided when progress stalled or intensive remediation was needed. Most interviewees described interim review points for reassessing student placement, which essentially repeated the same data review process described for student placement at the start of the year, but with results from more recent assessments (e.g., that year's CELDT scores, mid-year district reading comprehension test, quarterly benchmarks, course grades).

Two interviewees (E, I) explained that Overall CELDT scores used to be the focus, but that attention is now more at the domain level (e.g., Writing) so that differentiated instruction can be developed to target deficits more specifically. Several interviewees described additional measures, such as common unit assessments tied to pacing guides (A1, I1) and student profile cards for recording progress on ELD standards to allow comparison of teacher assessment of English proficiency with CELDT results (B1). For schools with a Teacher on Special Assignment (I1, D1), monitoring EL students was a key function of this role. For one school (H1), a grade six through eight counselor had the monitoring responsibility.

Interviewees listed interventions beyond the careful initial placement of students into support classes during the school day, including a five-week summer program (A), tutoring, counselor involvement, and support during lunch time, after school, or on Saturday. One interviewee (F1) mentioned "CST boot camps" were held some weekends and holidays.

Interviewees described teacher collaboration as going hand-in-hand with monitoring student progress. Many interviewees described systematic year-round strategies to support EL progress, such as:

- ELD and ELA teachers meeting at regular times as an English department team

- Core teachers and ELD teachers meeting to develop lesson plans to address student needs such as vocabulary development

- Regularly scheduled meetings with the team of teachers for students who also received Special Education services.

Other EL Programs and Support Services for EL Students

Our protocol asked interviewees about other programs or services offered to EL students, either academic or nonacademic in nature. Most programs seemed to have a direct or indirect academic focus. The single most named program was Achievement Via Individual Determination (AVID), an elective course taken during the school day, and one LEA (H) recently hired a consultant to provide training in AVID EL. Students are usually selected to enroll in an AVID class after an application process. The course teaches organizational and study skills, develops critical thinking skills, provides academic help from peers and tutors, and offers enrichment and motivational activities that make college seem attainable. One interviewee noted that students scoring from Intermediate through Advanced on the CELDT who have not met other reclassification criteria were being recruited for AVID to see "if AVID classes can make a difference."

Middle school interviewees described a variety of tutoring services offered to all students including ELs, such as before-school peer tutoring from students in the California Junior Scholastic Federation (B1), a Lunch Bunch program for students who don't complete their work in class (F1), weekend boot camps for CST preparation (F1), after-school tutoring by credentialed teachers (G1, H1), and programs for tutoring based on students' socioeconomic status (H1).

One interviewee described a newly funded class to be implemented in 2013–14 for LTELs, called "I3" that will utilize technology and a variety of instructional strategies and will be taught by specially trained teachers (D1). A cross-grade Buddy Reading Program described by one interviewee (H1) involved grade seven and eight EL students reading to grade two EL students. One interviewee (F) described supplemental counseling called "Essential Students" that is offered to all students in grade eight, not just ELs, who are failing their ELA course. One interviewee considered access to Spanish dictionaries an EL service (F1).

Interviewees also noted that all nonacademic programs offered by the schools, such as sports, music, and clubs, are available to EL students.

The Reclassification (RFEP) Process

While the criteria for redesignating English learners as Fluent English Proficient (RFEP) was established by state law and further clarified by SBE guidelines, as explained earlier in this chapter, the policies and processes for carrying out reclassification are local because the LEA decides the criterion for the basic ELA skills (cut point on the CST or CMA) and teachers and parents contribute to the evaluation of readiness. We asked our interviewees to describe their current policy regarding the

RFEP process. According to interviewees, the RFEP process has a straightforward component – whether students satisfy the CELDT criterion by achieving an overall Early Advanced or higher level score and at least an Intermediate level score for each domain. Operational definitions for the other guidelines vary due to LEA- and school-specific practices, a few of which have undergone changes in recent years.

Interviewees A and A1 described a school site-level committee, led by the school EL Specialist, with three alternative pathways to reclassification.

1. The first option is for those students who are clearly ready to be reclassified: these students met the CELDT criterion, achieved Proficient on the ELA CST and a score of 3 on the LEA writing benchmark, are not more than six months behind grade level in reading comprehension, and show appropriate progress on Common Formative Assessments. Teachers and counselors meet and complete all the paperwork, and the form and a writing sample are sent to the district office for approval.

2. The second option was described as “less rigorous” and involves evaluation to determine whether a student’s weakness in one area is compensated for by strengths in other areas. A student with a CST of 325, for example, may have strong grades and may qualify for RFEP.

3. The third option aims to move along Long Term English Learners (LTEL) who have been ELs for six or more years. For these students, a catch-up plan is written to specify the particular interventions, such as summer school or participation in READ180, which will assist students in moving beyond their point of stagnation to RFEP. For all pathways, the LEA role is to approve and make the system updates.

Interviewee D1 was very proud of an increase in RFEP rates and credited the improvement in part to greater efforts to evaluate students for reclassification at the start of the school year (so that they can avoid taking the CELDT again) and in January (after the annual CELDT results are in). Commenting that grades can be the final criterion students are able to satisfy, the interviewee also explained a school site program that was designed to capture students “on the edge” who meet the CELDT and CST criteria but have insufficient grades in ELA and Math; the program uses high school students, who are required to complete community service for senior projects, as peer mentors of EL students.

Interviewees I and I1 report that the LEA produces a “potentially ready to reclassify” list that is confirmed at the school level. Grades are considered “iffy” indicators; the ELA CST reclassification cut score was reduced to 325 (half way between the floor and the top of the Basic level) in 2012–13, and the required writing assessment score was reduced from proficient to basic.

Similar processes were described by interviewees F and F1, who reported that the RFEP decision was one made primarily at the school level with assistance from the

LEA. However, here the minimum ELA CST score was increased from 300 to 325 in 2009, and in 2010 the Reading domain cut score was increased to at least Early Advanced. The reasoning behind the increased CST rigor was that "some students have been Basic their whole life and, one time, they get 301 and are reclassified, and then flounder."

Interviewees D and D1 remarked on the urgency to get students to reclassify and described a combination of measures evaluated for students' English language and basic skills proficiency: at least a 4 on the CELDT writing domain, a grade of C or better in ELA, and basic or higher CST scores. Interviewee D stated that parents are also consulted in the recommendation and are always excited and happy about reclassification, until this year when a parent resisted due to concerns about losing parental influence in the school as a result of the student's reclassification.

Interviewees B and B1 reported that no overall CELDT Intermediate level students are allowed to reclassify, that the ELD profile cards completed by the ELD teacher are reviewed along with CELDT scores to confirm that the student's English language proficiency is Early Advanced or Advanced, and that CST scores must be at least 325 for ELA and 300 for math. The teacher evaluation component rates students, with levels of excellent, satisfactory, and needs improvement. If the student is rated as needs improvement, "we don't continue with reclassification because they are struggling, so why take away support?" If a student meets all criteria and a teacher says retain, the LEA calls the teacher to find out why.

Interviewees H and H1 reported slightly different versions of the RFEP process. The school interviewee (H1) indicated the decision was one made primarily at the district level, with only "special cases," such as those involving bilingual students, injecting teacher or parent opinions into the process. The LEA interviewee (H) stated that it provides schools with test information and lists of potential reclassification students, and it is the responsibility of the school site to initiate the reclassification process. According to the LEA teacher evaluation criterion, students with a report card grade of C or better in ELD or ELA "automatically" qualify. The school interviewee (H1) mentioned there is a push to reclassify before students move on to high school, "so they don't fall through the cracks" and that the school usually agrees with the LEA decision.

Some interviewees mentioned the mandatory two-year monitoring period for students who are reclassified, and one described what that means operationally. Interviewee D1's school has an Intervention Learning Plan that a team of teachers completes, choosing appropriate, specific strategies for RFEP students who are not "making the grade." Interviewee D1 described the process as involving students and parents in a conference with the team to review, discuss, and sign the plan, which gets attached "to their purple monitoring form that, by law, we're supposed to have."

EL Student Motivation or Attitude

Our interviewees expressed common challenges with motivating their EL students, mentioning that some students still feel a stigma from being placed in an ELD

course; that LTELs are very much in need of motivation; and that EL status overlaps other educational challenges, such as cognitive disabilities.

One interviewee remarked that EL students are more engaged when classmates are their EL peers. The interviewee attributed the engagement to ELD teachers' 50/50 instructional practice, which entails 50 percent time for teacher talk and 50 percent time for student talk. "When we go into the core classroom, that 50/50 is not done with fidelity. The classroom is more teacher-dominated, ELs sit back and don't participate as much, and there is an issue with participation."

Several interviewees from schools with AVID on campus described efforts to promote a college-going culture among their EL students, and another reported efforts to instill in ELs a pride in their ability to speak two languages, holding celebrations when students achieve RFEP status.

Professional Development

School and LEA EL specialists cited a variety of professional development programs that LEA and school staff participated in to improve their knowledge and skills in supporting EL students in particular, as well as middle school students in general. The programs included training for delivering English language development, designing lessons for EL students using evidence-based instructional strategies, enhancing student engagement, and developing cross-cultural respect among teachers, students, and administrators.

Table 4.12 provides a summary list of professional development (PD) programs described by participants and the interviewees who mentioned them. Appendix D provides a brief description of the goals and key components of each program as well as a link to each program's Web site. Note that some programs are listed for the LEA interviewee but not the corresponding middle school, and vice versa. One cannot necessarily assume that only those schools and LEAs in Table 4.12 have offered a particular PD program; it may be that the school or LEA interviewee was not someone who could have addressed that program, or it did not arise during the limited time for the interview. Several interviewees described PD but did not give it a specific name (e.g., "Kate Kinsella training," "we have enough money to focus on one area, did SDAIE for three years," "we use Laurie Olson," "Kevin Clark Consulting's trainers, class support, and professional development").

Interviewees described some PD as following the "train the trainer" model, in which several school site staff members attended LEA-provided training and were then responsible for delivering the training to other staff at the school site. Some PD was offered at the school site, and some at the LEA. Interviewees responded that some PD was mandatory, but other PD participation was voluntary.

Table 4.12. Programs of Professional Development at Participating Middle Schools and LEAs

Program Title	Interviewee
Action Learning Systems, Direct Interactive Instruction (DII)	D
Capturing Kids' Hearts	D, D1
English 3D Scholastic, Inc.	C, D, F, H1
Explicit Direct Instruction (EDI) DataWorks	C, D1
Focus on Results	A
Marzano Vocabulary	A1
Positive Behavioral Interventions and Supports (PBIS)	I
Project GLAD	I1
QTEL	I1, I
School Leadership for English Learner Success	A
Sheltered Instruction Observation Protocol (SIOP®)	D1, I, I1
SWUN Math	A1
Thinking Maps	I, I1

Teaching quality is the major school-related factor that is known to improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulos, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005), and the descriptions of many of the PD programs target improving teaching quality. As interviewees themselves acknowledged, however, PD is often delivered as a one-time or stand-alone training workshop, or offered to a "sampling" of teachers. To be effective, PD programs for teachers should be job-embedded and provide sustained learning that takes place over time, offers collaborative learning opportunities, and makes connections between curriculum, assessment and professional learning decisions in the context of teaching content (Darling-Hammond et al., 2009).

HumRRO asked interviewees to describe the follow-up steps taken to help ensure that what teachers learn in PD training is used with EL students. Interviewees responded that formal follow-up or evaluation of program effectiveness did not always occur, especially for voluntary PD, but a few interviewees described examples of ongoing examination of classroom instruction after PD.

Interviewee A, who considered the LEA's Focus on Results framework as similar to a Professional Learning Community (PLC), described walkthroughs within and across school sites to evaluate and improve implementation of what is learned through the PD.

Interviewee C described a process in which the LEA's academic coaches were certified in Explicit Direct Instruction (EDI) and went into classrooms to support teachers with curriculum design and instruction, nurturing teachers' ability to put EDI strategies into action. Other interviewees (B, E) described a similar approach with academic coaches or TOSAs charged with observing teachers and guiding their performance and practices ("how to use ELD time to prop up mainstream classes and deal with academic vocabulary" or "support Balanced Math roll out").

Interviewee D described Action Learning Walks as the ongoing district wide practice involving administrators and teachers "to learn when it's done correctly and when it's not, and how they can adapt their strategies and skills and be able to deliver better quality instruction." Interviewee D1 described a three-year implementation of Sheltered Instruction observation Protocol (SIOP), with alternate Wednesday sessions devoted to staff training at the site level.

Interviewee F described a PD incentive policy that used a stipend of $200 to encourage teachers to take training targeted to particular practices. The teachers who were offered the incentive had been identified by their principals (based on classroom observation) as needing improvement in those particular instructional practices.

Programs for EL Parents

Many interviewees mentioned the District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC), which are state mandated parent committees for districts and schools with specific numbers of EL students[6]. LEAs with at least 51 EL students must form a DELAC or a subcommittee of an existing district-wide advisory committee, and schools with at least 21 EL students must form an ELAC. Additionally, interviewees described a variety of parent engagement, education, and volunteer programs at the school and LEA levels, such as parent liaisons (A1, H1), parent academies (I1), Focused Advocacy trainings provided by Parents for Public Schools (H1), and Latino Literacy (D1). Interviewees described their efforts to enlist volunteers at schools sites to help parents of EL students "navigate the system," provide translation services, and promote parent activities such as parent-teacher nights, college nights, career-readiness, and gang prevention.

Table 4.13 lists the programs specifically named by interviewees. One cannot necessarily assume that only those schools and LEAs in Table 4.13 have offered a particular parent program; it may be that the school or LEA interviewee was not someone who could have addressed that program, or it did not arise during the limited time allotted for the interview. Appendix E provides a brief description of the goals and key components of each program as well as a link to each program's Web site.

[6] *California Education Code*, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a) and *California Code of Regulations*, Title 5, Section 11308 (b), (c), and (d)

Table 4.13. Programs for Parents of EL Students at Participating Middle Schools and LEAs

Program Title	Interviewee
GEAR UP	D1
District English Learner Advisory Committee (DELAC)	A, B, C, D, H
English Learner Advisory Committee (ELAC)	A1, B1, C1, D1, H1
Padres Promotores	I
Project2 Inspire	A

LEA Staff Members Supporting EL Students

In addition to asking each interviewee what role he/she had in the school or LEA (see Table 4.2), we also asked LEA interviewees about the roles and special skills or qualifications of additional staff members supporting their LEA's EL programs and services. The LEA interviewee responses are listed in Table 4.14. Several interviewees described reduced staffing levels resulting from funding cuts, while others reported increased sources of funding that allowed additional staff to be hired. Interviewees indicated that Teachers on Special Assignment are hired for just one year at a time, and that while some teachers continue in the position for several years, this is not necessarily the case, and some TOSAs change schools from year to year.

Table 4.14. English Learner Support Staff at Participating LEAs

LEA	EL Staff Support
A	• Three categorical-funded coordinators, not EL specific, but ELs part of their responsibility, supporting school-level administrators; no other support staff: • All CLAD certified with school experience, oversee CELDT, classification, & placement • Supports curriculum, instruction, PD; leads Foreign Language Program
B	• Small number of district staff. Since the budget crisis, staff dropped from 12 to 5. • Four Language Assessment Coordinators are hired for a month for CELDT testing
C	• Associate for Educational Services brings all of the educational services together. • Director of Curriculum and Instruction: supports rollout of different programs, ensures alignment, and ensures ELD program and core program complement each other. • ELD District Academic Coaches; five in 2009 (one per middle school and two for high schools) but down to one for all three middle schools due to funding cuts • District Academic Coaches in curriculum and instruction, support ELD teachers with delivery of ELA or Mathematics content in the classrooms
D	• Secretary • District translator, especially supportive of parental involvement • Language Assessment Specialist, responsible for all the CELDT support staff (clerk and three instructional assistants) • Director in charge of professional development (PD) for K–12 • Used to have two PD staff focusing on ELs, one K–5 and one 6–12. As of 2012–13, for equity, PD specialists are at a different school each day of the week.
E	One Teacher on Special Assignment (TOSA) dedicated to middle schools' ELD
F	• Director (position vacant, was interviewee's position until 2011) • Three staff are loosely assigned to elementary, middle, and high schools, all very successful classroom teachers, each had been serving 2–5 years. • Clerical support person
H	• Four years ago, TOSAs/Instructional coaches went to school sites to implement and lead PD. ELs became a big priority; in 2012–13, Title 3 and other funding for five TOSAs, all CLAD certified. • Shared Pre-K–12 secretaries for compliance and PD prep, less direct contact with teachers and schools.
I	Three specialists who support categorical programs, including ELs, Program & Curriculum • All LEA staff have MA degrees, specialists have teaching experience. • Work with TOSAs, meet with them monthly. • Responsible for CELDT testing, evaluate ELD expenditures for meeting EL needs.

Self-Evaluation of EL Programs and Services

The English Learner Subgroup Self Assessment (ELSSA) is a tool developed by CDE to help LEAs focus on the achievement of linguistic and academic standards for the EL subgroup as well as to identify potential issues regarding instructional programs. The ELSSA was designed for LEAs preparing local area plans to meet the Elementary and Secondary Education Act (ESEA) Title I and Title III requirements; LEAs developing

Title III Year 4 Action Plan Needs Assessments, Title III Year 2 Improvement Plan Addenda, and Title I Program Improvement Plans related to the English learner (EL) subgroup are required to complete ELSSA, and other LEAs may use the tool to guide local planning efforts.

We asked LEAs to describe any self-evaluation activity they conducted to inform their EL programs and services. One interviewee (H) reported that an internal oversight committee visits schools for a full day and uses a comprehensive rubric to evaluate performance. Several interviewees (A, B, C, F, I) indicated their LEAs were required to use the ELSSA and found it beneficial in "identifying our weak points and finding ways to strengthen them" and in identifying areas of need, such as PD and collaboration time for secondary schools, lack of needed sheltered instruction at middle schools, and the need for building leadership at the secondary level. The self-assessments were used by LEAs to craft improvement plans that included action items, such as offering targeted professional development to meet identified needs, instituting increased principal observations and walk-throughs, refining placement policies, and informing new procedures.

One interviewee (I) commented that it is a challenge to evaluate the effectiveness of individual school programs (e.g., after and before school support) due to lack of standardization (e.g., differing numbers of after school hours at different sites) and the tangled web of multiple interventions. In attempting to determine the effectiveness of "remediation" efforts and what to credit for student gains, it is difficult to separate out the benefit of in-class instruction vs other interventions vs simple student attendance.

CAHSEE Information for Middle School Students and Their Parents

Beginning in grade nine, and each year thereafter, students and their parents or guardians must receive notification regarding the CAHSEE requirement through an annual notification process, according to EC Section 48980(e); however, there is no requirement to inform middle school parents or students of the CAHSEE requirement. According to a bulletin on CDE's web page, Information for Parents and Guardians for the 2013–14 School Year, the primary purpose of the CAHSEE is "to make sure that students who graduate from high school can show that they are performing at grade level on California's content standards." The phrase "grade level" when read in conjunction with "High School Exit Examination" may not effectively communicate what the CAHSEE measures. CDE's one-page brochure, Information for Middle School Students and Their Parents or Guardians (2008), is available in English and Spanish and emphasizes two key points: (a) middle school instruction is foundational to the ELA high school content standards addressed by the CAHSEE, and (b) most of the standards addressed by the CAHSEE mathematics test are taught in grades six and seven as well as in grade eight for students in Algebra I.

We asked EL specialists to tell us what information their middle schools provide to students and parents about the CAHSEE. None of the interviewees mentioned the CDE brochure specifically. All but one of the interviewees (H1) stated that the CAHSEE

was described, though not always emphasized, to students and parents. Examples of how CAHSEE awareness is achieved:

- Parents: schoolwide meetings, parent teacher conferences, EL parent academies, Title 1 presentations, ELAC meetings, school newsletter. Several schools mentioned materials were provided in Spanish. CAHSEE requirement for diploma is noted, and the relationship between achieving proficiency on math and ELA CSTs and future CAHSEE success is mentioned. One school informs parents that EL students who aren't proficient may be placed into "double blocks" (two periods of ELA or math) in high school.

- Students: classroom teacher, general assemblies, and meetings with counselors emphasize the importance of doing well on CSTs. The fact that passing the CAHSEE is a diploma requirement is mentioned.

We also asked EL specialists at the LEAs to tell us what information they provide to students and parents about the CAHSEE. All LEA interviewees responded that this was a school site responsibility, that there is no coordinated LEA role or effort at the middle school level for distributing information about the CAHSEE requirement to parents or students. The LEA interviewees reported that their understanding is that CAHSEE awareness in middle school is accomplished through counselor meetings with grade eight students, administrator presentations to students and parents, and, for EL families, ELAC meetings.

Interviewee Recommendations to Support and Engage EL Students

Our final question in the protocol asked interviewees to make recommendations to improve the level of support and engagement for EL students at their school or LEA. We have grouped the recommendations into a small number of themes, in no particular order, but encourage the reader to learn from the interviewees' voices of experience by referring to the entire body of recommendations (Appendix F).

Interviewee recommendations for teachers:

- Improve preservice cultural education in teacher preparation.

- Provide more coaching and support for the ELD staff, perhaps by establishing a separate ELD department.

- Plan for and implement standards-based content and English language instruction using appropriate strategies, such as SIOP.

- Promote purposeful, meaningful, structured student-student interaction.

Interviewee recommendations for school administrators:

- Provide for teacher collaboration time to include more review of student work, rather than of CST scores alone.

- Focus on LTELs, by evaluating placement strategies and plans for the instructional day, encouraging achievement of reclassification.
- Deliver rigor and relevant instruction by fantastic teachers, using GATES training, to achieve engagement without over-scaffolding.
- Expand learning opportunities beyond ELA and math by offering after-school art and music classes or programs
- Encourage greater parent involvement

Interviewee recommendations for LEAs:

- Become a leader among states in achieving the transition to CCSS with adequate EL student support, by addressing the transition from ELD to ELA.
- Continue providing professional development, keep up with the best evidence-based methodologies, and achieve saturation of effective strategies across districts and schools.
- Conduct in-depth review of program implementation to evaluate effectiveness and redirect as needed.
- Increase community outreach efforts to achieve participation in programs that are already available.

Interviewee requests for resources:

- Reduce class size below 30 students (standard for some interviewees is 40 and up) to provide personalized instruction as much as possible.
- Provide leveled reading libraries in every classroom.
- Increase number of EL support staff.

Summary of Phase One Findings

The goal of phase one of the Middle School English Learner Study was to begin to learn what programs and strategies are in place to help EL students make grade level progress to prepare them to pass the CAHSEE in high school. To achieve that goal, we interviewed Local Educational Agency (LEA) and school staff supporting EL students. We collected data from low and high recovery schools on a range of topics affecting middle school EL students. Although ideally we would have interviewed a strong mix of low and high recovery schools from our targeted total sample of 19 high recovery and 29 low recovery schools, we in fact gained participation of only 2 high recovery schools and 5 low recovery schools. Of our two high recovery schools, only one has an EL population like most high-EL population schools in the state, with a majority of students speaking Spanish as their primary language. The implications of such a small sample of high recovery schools are unknown, but it is likely that we have not yet gathered adequate information about the scope of programs and strategies needed for phase two of the study, which includes the development of a Web-based survey of middle school factors affecting EL students' performance on the CAHSEE when they reach grade ten.

Despite the small number of phase one study participants, interviewees were very engaged in contributing their perspective, knowledge, and experiences with English learners. LEA and middle school interviewees provided detailed information about ELD and core academic instructional settings and practices, EL course placement and RFEP processes, EL student programs and support services, and professional development programs. The variety of responses to our LEA and middle school interview protocols provide a starting point from which the phase two survey can be developed.

Recommendations Regarding Phase Two

The phase one findings we've reported are intended to inform the second phase of the Middle School English Learner Study: development of questions and response options for a Web-based survey and administration of the survey to 50–100 potential respondents from participating schools or LEAs. The wide range of responses on most topics obtained from this small set of interviewees highlights the complexity of designing a forced-choice question format survey that could be used to collect data adequate for answering the research question, "What programs or strategies are middle schools and LEAs using to help EL students make grade level progress to prepare them to pass the CAHSEE in high school, and how effective are the programs or strategies?" We make the following recommendations for the next phase of the study.

Recommendation one: Involve CDE staff and CELDT coordinators in recruiting participants to achieve an adequate survey participation rate.

The recruitment process to gain survey participants involves two main steps, (1) obtaining nominees and their contact information and (2) obtaining survey responses from the nominees.

For the current study, we obtained nominee contact information for only about 29 percent of the targeted schools (14 out of 48) and LEAs (10 of 34). Recruitment of a substantial number of LEAs will be needed to obtain 25–50 completed surveys from the appropriate combination of middle school and LEA respondents. To achieve a higher nominee contact information rate, we recommend enlisting the help of LEA CELDT coordinators as initial LEA contacts, rather than CAHSEE coordinators. Because there is

no formal relationship between an LEA's CAHSEE coordinator and middle school administrators, HumRRO also recommends stronger CDE involvement in gaining participation at the middle school level.

HumRRO's labor-intensive follow-up efforts in phase one gained interview participation of 80 percent of LEAs from whom we received nominee contact information (8 out of 10) and 50 percent of schools from whom we received nominee contact information (7 out of 14). It will be challenging to provide a similar follow-up effort with a larger sample of nominees; however, because a brief survey will take much less time and is completed without coordinating schedules with HumRRO researchers, we may find the need for such follow-up reduced.

Recommendation two: Reduce the scope and narrow the focus of inquiry to a more manageable set of middle school EL topics.

The reduced set of topics should hone in on those factors with the greatest likelihood of influencing middle school EL students' acquisition of the knowledge and skills that will lead to passing the CAHSEE. While the phase one interview protocols probed for LEA and middle school information on seventeen topics, reducing the target questions to address a smaller set of four main topics may lead to potentially meaningful and interpretable outcomes:

1. ELD
    - Placement criteria
    - Instructional materials
    - Specific instructional practices
    - Professional learning opportunities
2. ELA Core Curriculum
    - Placement Criteria
    - Instructional materials
    - Specific instructional practices
    - Professional learning opportunities
3. Mathematics Core Curriculum
    - Placement criteria
    - Instructional materials
    - Specific instructional practices
    - Professional learning opportunities
4. Local Reclassification (RFEP) Criteria
    - CELDT overall and domain performance criteria
    - CST or CMA performance criteria
    - Teacher evaluation criteria
    - District-specific criteria (e.g., writing assessment)
    - Parent consultation

Recommendation three: Create a Web-based survey that delivers different questions based on the role of the respondent.

Reducing the scope of the Web-based survey to a small number of topics brings into question another aspect of the planned survey administration: what level of respondent

(LEA, middle school, both) provides the most valuable information to help answer our research question? HumRRO recommends school level responses for the first three proposed topics, and school and LEA responses for the RFEP topic. This approach leads to five unique surveys, each about 15–20 questions long: one for ELD teachers and specialists, one each for ELA and Math teachers, one for middle school principals, and one for LEA EL specialists.

Recommendation four: Provide open-ended survey questions to allow data collection on factors affecting the big picture for ELs in middle school, including development of noncognitive skills.

As pointed out in Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century (National Research Council, 2012), the current generation of students must acquire a range of key skills needed for college and career readiness, and those skills aren't limited to cognitive and traditional academic skills. Mastery of other skills including collaboration, creativity, effective communication, motivation, and persistence come into play, and our survey needs to leave room for data collection about school practices related to helping ELs develop these skills, too.

Recommendation five: Limit the study to survey current practices.

The retrospective nature of the study as it was originally conceived, to allow for evaluation of middle school student instructional strategies, programs, and services relative to grade 10 CAHSEE performance, has numerous challenges due to the changing landscape of the implementation of the Common Core State Standards and the new California English Language Development standards. For simplicity and to achieve greater accuracy in responses, HumRRO suggests that the Web-based survey simply ask about current practices.

Recommendation six: Ensure adequate representation of high recovery schools in a focus group to review and refine the draft Web-based survey.

Phase two calls for piloting the survey with a focus group, and we recommend that several participants from high recovery schools join the focus group to ensure that revisions to questions and response options can be made to better capture those aspects of middle school instructional practices, strategies, and programs that lead to success for EL students.

Recommendation seven: Ensure the language of the survey aligns with the language used in CDE's California English Language Development Standards Implementation Plan.

To ensure survey questions and response options are interpreted appropriately in light of the transitions underway in English learner instruction in California, we recommend ensuring terminology in the survey is consistent with that of CDE's California English Language Development Standards Implementation Plan.

Chapter 5: Review of CAHSEE Test Quality

Michele M. Hardoin, Rebecca Dvorak, Susan Fry, Wade Buckland, and Emily Dickinson

Introduction

With the future of the CAHSEE still mandated by law but in a potential state of transition within the context of the overall not-yet-defined state assessment program, HumRRO performed the following CAHSEE test quality review activities in 2012–13:

1. Analysis and review of the processes used by the California Department of Education's (CDE) CAHSEE test contractor, Educational Testing Service, (ETS) for flagging items for differential item functioning (DIF) and for determining whether observed differences in subgroup performance are due to bias or to actual differences in relevant knowledge and skills;

2. Observation of CAHSEE test administrations conducted at two high school sites for conformance to established standardized procedures;

3. Evaluation of scoring consistency with respect to ELA essay scoring and to the consistency of decision points on the reporting scale across 2012–13 ELA and mathematics test forms.

HumRRO also observed ETS's item review meeting with subject matter experts to determine whether CAHSEE test items, written to align with a subset of grade six through ten 1997 California State Standards in ELA and mathematics, align with Common Core State Standards (CCSS). This activity is slightly different in nature from our other CAHSEE test quality tasks; however, as the CCSS become fully implemented, the degree of alignment of CAHSEE to the CCSS will need to be addressed to help inform future policy about the exit examination graduation requirement.

This chapter presents key findings from our observations and analyses as well as recommendations for improving standardization, security, efficiency, or quality of these CAHSEE testing program areas. Our evaluations of item review processes are based on independent observations of ETS-led sessions, and our analyses of DIF statistics for CAHSEE ELA and mathematics test items are based on item bank data provided by ETS.

External Review of Field-Test and Operational Items Flagged for DIF

In the *California High School Exit Examination Technical Report July 2011–May 2012 Administrations*, ETS describes a comprehensive sequence of activities each CAHSEE item cycles through as it moves from draft item stage to scored item administered on an operational CAHSEE test. To ensure that items meet the CAHSEE test specifications by measuring appropriate content and that they have appropriate

measurement properties, the test contractor typically conducts the following critical activities, in the order listed:

- Item writer training (by ETS)
- Internal (ETS) content, bias and sensitivity, and editorial reviews
- External (CDE and California teachers) content and bias and sensitivity reviews
- Field testing to collect statistics on student performance
- Internal review of field-test-item statistics to identify items eligible for operational use (i.e., comply with CDE criteria for difficulty, discrimination, conformance to Item Response Theory (IRT) Rasch model, and differential item functioning (DIF)), and to flag items that do not meet statistical specifications[7]
- Internal review (ETS content specialists) of content of flagged items
- External DIF review to evaluate potential sources of item bias of all items flagged for significant DIF

The ETS internal review of field-test-item statistics involves reviewing items' IRT Rasch model-data fit ratings[8]. ETS uses IRT rating categories of A, B, C, D, and F, where items with A, B, or C are acceptable, those with D are questionable, and F ratings indicate a poor model fit. ETS test developers are instructed to avoid the items flagged as D if possible and to carefully review them if they must be used. Items rated F must be reviewed by a psychometrician before being used on an operational test.

ETS's DIF-related activities monitor whether items contain bias against members of specific ethnic, racial, gender, or learning-disabled subgroups. DIF flags identify items that may require knowledge and skill beyond the content standard targets and thus may be incompletely aligned or poorly designed. ETS classifies DIF using five categories: A, B+, B-, C+, and C-. Items flagged as A through B- are considered good items, free of DIF. Items flagged as C+ or C- are considered to have significant DIF.

Due to state budget constraints, not all activities have been performed in each item development cycle in recent years. Bias and sensitivity reviews were not conducted in 2010–11, field testing was curtailed in 2011, and item writer training was

[7] *California High School Exit Examination Technical Report July 2011–May 2012 Administrations* (pp. 129–130): "The CDE has defined the criteria for acceptable or unacceptable item statistics. These criteria ensure that the item (1) has an appropriate level of difficulty for the target population, (2) discriminates well between examinees that differ in ability, and (3) conforms well to the statistical model underlying the measurement of the intended constructs. The panel members also use the DIF results to make judgments about the appropriateness of items for various subgroups."

[8] A description and examples of the model-data fit-rating scheme are provided in Appendix 6.A of the *California High School Exit Examination Technical Report July 2011–May 2012 Administrations.*

not conducted in 2011–12. However, bias and sensitivity reviews resumed in the spring of 2012. Data (Differential Item Functioning) reviews took place in 2009, but did not take place again until November of 2012, at which time the backlog of DIF-flagged items were reviewed.

Items that are rejected and not eligible for use on operational forms, due to either poor statistics or rejection by the external DIF review panel, are given "unavailable" status in the item bank, with a reason code. DIF-flagged items that are recommended as acceptable by the external DIF review panel and are accepted by CDE are given "operational ready" status in the CAHSEE item bank, and thus are eligible for inclusion on operational tests. The policy for DIF-flagged items that have passed the external DIF review one time is that they are not required to be reviewed again, even if they again exhibit significant (category C) DIF. Policy calls for CAHSEE items used on operational forms to become unusable for two years plus one administration.

HumRRO conducted in-person observation to evaluate the CAHSEE contractor's (ETS's) workshop processes with respect to reviewing potentially biased (high DIF-flagged) CAHSEE ELA and mathematics items. We also analyzed the entire CAHSEE item bank to evaluate trends in the percentage of items flagged for DIF over time.

Observation of External Data Review Session

HumRRO observed the first two days of the November 13–15, 2012 CAHSEE Data Review held at ETS offices in Sacramento. The purpose of the meeting was to have content experts who were representative of the focal and reference groups review ELA and mathematics field-test items that were flagged by ETS as having potential bias according to CAHSEE DIF criteria. The reviewers would recommend which DIF-flagged items needed to be withdrawn from possible use on operational forms and which DIF-flagged items were acceptable for use.

In recruiting subject matter experts, ETS solicited educators based on their employment as high school ELA or mathematics teachers, knowledge and experience with the CAHSEE program, individual characteristics (e.g., ethnicity), and characteristics of the students they teach. The panel was almost equally comprised of males and females; three panel members each represented the ethnicity of a key focal group (African American, Asian, and Hispanic); and three panel members were teachers of English learners or of students with disabilities. CDE provided final approval of all participants.

Under the direction of the ETS CAHSEE Project Director, ETS CAHSEE Psychometrician, and ETS Test Development Team Lead, two ETS assessment specialists provided facilitation of approximately 22 subject matter experts as they reviewed independently and discussed items to determine whether actual bias was present in item content. Two CDE staff members attended portions of the meeting. Because no data review meeting had been conducted since May 2009, the group reviewed all field-tested items that had been flagged for DIF from the March 2009

through the March 2012 administrations (7 census administrations). Approximately 500 total multiple-choice items were flagged. Additionally, the group reviewed 16 essay prompts from the December 2011 field test that were flagged for DIF.

Training of Panel for Data Review. The ETS psychometrician presented an overview of the item review process, thoroughly explaining the DIF item statistic and emphasizing the critical role of the panel in judging whether the potential bias flagged by DIF was considered actual bias in terms of item language or content. ETS informed the panel members that their decision to reject an item would eliminate the item from inclusion on any future CAHSEE test form, that they would not be trying to fix biased items based on identified problems, and that their acceptance of an item would deem it valid for inclusion on future forms. In explaining DIF analysis, ETS carefully pointed out that differential item functioning means that different groups of students with the same ability, based on their overall test score, perform differently on an item; it does not mean that one group does better on an item than a different group does. ETS illustrated visually with a graph what group difference looks like and explained the terms *focal group* and *reference group*. Next, ETS presented slides with sample DIF information, item statistics (P value, B value, RBI, PtBis), and field-test information (administration date, N count) and responded to reviewers' questions about the statistical terms and specific aspects of field testing, such as how field-test essay item difficulty was calculated.

After the 20-minute training period, the panel seemed adequately knowledgeable about and comfortable with how to interpret all the item information that would be in their binders, in addition to the item content. Reviewers worked in two approximately equal-sized and similar demographically composed groups, one for each subject area, for the remainder of the day. Because there were so many more ELA items to review than mathematics items, upon completion of the math items several math reviewers joined the ELA group the next day to enhance ethnicity representation.

Security. ETS collected signed security agreements from all participants prior to distributing the binders of confidential test materials. The facilitators used an inventory sheet to document the sign-in and sign-out of binders. ETS staff repeatedly emphasized the criticality of maintaining security of item content, both during and after the session.

Facilitating Accept/Reject Decisions. We observed the two subject-area groups during their review of items. In the binders, each item was presented with the content standard it was intended to measure (by number and brief description), its Depth-of-Knowledge (DOK) level, and its item statistics. ETS asked reviewers to consider one question for each item: Regardless of gender, ethnicity, or other demographic characteristics, should students of equal ability be able to perform equally well on this item? Or, put another way, is the item measuring something other than what it is supposed to be measuring? The item review process followed these steps:

1. ETS facilitators directed reviewers to independently read through and make notes on a subset of items in the binder.

2. Once all reviewers had completed their reviews, ETS staff led the group through that subset of items one by one.

3. Reviewers presented ideas regarding possible item content or language bias to explain any DIF C- ratings, and ETS facilitated discussion until a decision on acceptance or rejection was made. They moved to the next item if no objections to content or language were raised.

4. Notations about the item were recorded in two locations: by ETS on a spreadsheet, and by CDE in its binder.

In the mathematics group, the ETS facilitator reiterated that educators of different ethnicities were in the room to determine if there was anything unfair about the items. Reviewers were directed not to "work out" the answer, as time was not available for that and the accuracy of the item was not in question. In response to questions about some of the items from 2009, ETS answered that some aspects had changed over the years; for example, names are rarely used in stems now, and sometimes key information is presented in bulleted form below the stem for easier reading. After the first item was discussed, one reviewer asked where to record the "accept" or "reject" decision. When told that CDE would be taking notes on what reviewers voiced aloud, the reviewer stated, "There might be a shy person in here." CDE staff encouraged all reviewers to be active participants in the discussions. ETS responded to reviewer questions about certain types of content that got flagged for DIF when there was no text or language to create actual bias (e.g., odd/even, factoring), informing them that if content is in the blueprint it must be measured on the test, even though some types of items always get flagged for DIF. One reviewer asked if it would be possible to see what distractors were chosen by the group with C- DIF, but this data was not available to review. There were comments on items that had C- for females, with reviewers speculating that the contexts of the items were of greater interest to males. Differing motivation was not interpreted as bias, and the items were accepted.

In the ELA group, the ETS facilitator clarified two of the content standards measured for Word Analysis, pointing out that standard 10.1.1 includes words at or below grade level 10, but 10.1.2 includes words at or above grade 10, up to grade 12. This distinction was important for panel members to consider when evaluating items coded to these standards for potential bias against English learners. On several occasions, reviewers commented that items with unfamiliar words were not biased because English learners could use glossaries during the CAHSEE to look up the terms. In regard to gender-related C- DIF items related to passages, one female reviewer commented that high interest passages for girls are about shopping, baking, and social activities, as opposed to buildings and space exploration which are more interesting to boys. As with the math group, differing motivation was not interpreted as bias, and the items were accepted.

At one point in the discussion of essay prompts, a reviewer asked how essays were scored if the student did not adhere exactly to the topic of the prompt, and gave an

example that was germane to evaluating the prompt for bias. ETS answered that a supported thesis would be scored, and the item was accepted.

Data Review Outcomes

ETS provided HumRRO with outcomes of the review for our analysis. HumRRO reviewed ETS's documentation of rejected ELA items with CDE staff's documentation of the data review session for comparison purposes. All of the items ETS documented as rejected were also documented by CDE to have been rejected; however, a small number (two) items that CDE noted as rejected were accepted per ETS, and three additional items that CDE noted as having weak stats (IRT F) were marked as accepted by ETS. CDE staff noted that CDE does not receive the ETS documentation of accepted and rejected items.

Table 5.1 displays the survival rate of the different types of items reviewed for DIF. Almost all of the stand-alone ELA items were accepted by the panel (94.8%). Of the multiple-choice ELA items associated with passages, a high percentage was accepted (88.3%). The passage-based multiple choice items accompanied a total of 160 passages, indicating that a single DIF-flagged item was reviewed for most passages. The highest number of items reviewed for any one passage was four items; none of the four items were rejected. In one case, a passage with two associated items flagged for review, both items were rejected. If multiple items for a passage had been DIF-flagged, and those items had all been rejected, it may have indicated that the passage itself had perhaps not been adequately screened for bias prior to field testing. Since this was not the case, the flaw seemed to be with the items themselves.

Of the 16 essay items, a smaller proportion was accepted (68.9%) than was accepted of the multiple-choice items. The primary reasons for rejection related to the situation presented in the prompt not being familiar enough to EL, African American, or Asian students to write about. The panel's quick identification of issues with these prompts indicates that perhaps student time and field test costs could be more efficiently used if the prompts were better screened for possible bias prior to field testing.

Table 5.1. Number and Percentage of Accepted DIF-Flagged Items, by Test and Item Type

Item Type	# DIF-Flagged Items	# Rejected Items	# Accepted Items	% Accepted Items
ELA, Stand-alone multiple-choice	116	6	110	94.8%
ELA, Passage-based multiple-choice	223	26	197	88.3%
ELA, Essay	16	5	11	68.9%
Math, multiple-choice	171	12	159	93.0%

Evaluation of Data Review Session

Overall, the portion of the data review session we observed was very well managed and professionally conducted. The time allowed for the review of the items was sufficient. On the whole, the reviewers' diverse ethnic, cultural, and educational backgrounds and their range of current teaching roles suited them well to the task of the session. We observed ETS staff effectively guiding reviewers to consider potential sources of bias in deciding whether to accept or reject items.

Listed below are recommendations relevant to quality assurance and process improvement that emerged from our observations of this data review session:

- For training purposes, review and discuss the content of several sample items for each subject and several strands, rather than reviewing just the statistical concepts. The facilitators could model appropriate reasons for rejecting and accepting items based on bias or lack of bias in language and content, and reviewers can become comfortable voicing their opinions in front of the group before "live" judging.

- HumRRO has observed ETS bias and sensitivity review sessions, and an excellent description of the nature of sources of bias was provided to reviewers. Consider using these same "guiding questions" for the data review: "Is the language appropriate for the standards being tested?" "Is there anything controversial, inflammatory, or insensitive?" "Are there any apparent biases or stereotypes?" "Would students of a particular group have a distinct advantage or disadvantage?"

- The reviewers identified potential sources of linguistic and content bias or emotionally sensitive content in items that should be used by ETS to inform future item development.

HumRRO Analyses of CAHSEE Items Flagged for DIF

As described earlier, differential item functioning (DIF) flags identify items that may require knowledge and skill beyond the content standard targets and thus may be incompletely aligned or poorly designed. HumRRO analyzed item bank data from ETS to examine the percentage of items flagged for significant DIF. As a reminder, ETS classifies DIF using five categories: A, B+, B-, C+, and C-. Items flagged as A through B- are considered good items, free of DIF. Items flagged as C+ or C- are considered to have significant DIF and are investigated further by expert panelists during item reviews. Items may also be flagged as 'S' (insufficient sample size for DIF analysis) or 'Null' (no data available for DIF analysis).

For most of our analyses we examined first time item appearance only, in order to prevent information from one item being included multiple times. Our analyses included (a) first time appearing field test items; and (b) first time appearing operational items. We conducted the field test analyses to determine the quality of items newly

written each year; in the operational analyses, we examined the quality of items used to determine student scores. We initially examined the percentage of items at all DIF levels, from A+ through C-, 'S', and 'Null". For later analyses we collapsed the data down to 'A', 'B', and 'C' and examined the percentage of valid items (non-Null or S) in each category. We included the number of 'Null' and 'S' items and the number of valid items on which the DIF classifications are based in each table.

Field Test Items

Table 5.2 presents the percentage of ELA items classified to each level of DIF for 10 different groups of test takers and overall. The 'Any' category considers DIF for each item across all groups – if significant DIF was present for one group, the item was flagged as significant DIF. This explains why there is a higher percentage of items flagged for DIF in the 'Any' category than in any of the subgroups. The data reveal that item DIF does not appear to be a frequent problem for any one subgroup; however, there are multiple groups that do not provide sufficient data to report DIF levels for the majority of items (e.g., American Indian or Alaskan Natives, Pacific Islanders, Filipino, African American or Blacks, and SWD).

Table 5.2. Levels of DIF for First Time Appearing Field Test ELA Items, by Type of DIF

	Level of DIF						
Type of DIF	A	B+	B-	C+	C-	S*	Null**
Any	57.9%	6.9%	12.3%	1.3%	4.3%	1.2%	15.8%
Female	75.9%	3.3%	2.7%	0.5%	0.9%	1.2%	9.7%
American Indian or Alaskan Native	1.1%	0.0%	0.0%	0.0%	0.0%	82.8%	16.1%
Pacific Islander	0.6%	0.0%	0.0%	0.0%	0.0%	83.2%	16.1%
Filipino	13.9%	0.7%	1.3%	0.1%	0.3%	67.7%	16.1%
Hispanic or Latino	73.7%	1.1%	5.3%	0.1%	1.5%	2.7%	9.9%
African American or Black	35.3%	0.4%	2.2%	0.1%	0.4%	45.9%	9.7%
Asian	45.1%	2.6%	3.1%	0.5%	0.9%	31.6%	16.2%
English Learner	53.3%	0.7%	5.1%	0.1%	1.6%	15.3%	18.3%
Students with Disability	4.7%	0.0%	0.1%	0.0%	0.0%	25.1%	70.1%

* 'S' (insufficient sample size for DIF analysis)
** 'Null' (no data available for DIF analysis)

Table 5.3 presents the same information for the sample of mathematics items. Compared to ELA, slightly fewer mathematics items are flagged for DIF, and similar to ELA, item DIF does not appear to be a frequent problem for any specific subgroup, based on the available data.

Table 5.3. Levels of DIF for First Time Appearing Field Test Mathematics Items, by Type of DIF

	Level of DIF						
Type of DIF	A	B+	B-	C+	C-	S*	Null**
Any	59.5%	9.0%	12.0%	0.7%	3.0%	0.4%	15.2%
Female	78.1%	1.7%	3.7%	0.2%	1.2%	0.3%	8.0%
American Indian or Alaskan Native	4.9%	0.0%	0.1%	0.0%	0.0%	79.5%	15.4%
Pacific Islander	2.4%	0.1%	0.1%	0.0%	0.0%	82.0%	15.4%
Filipino	20.0%	0.5%	1.1%	0.1%	0.1%	62.9%	15.4%
Hispanic or Latino	79.4%	0.5%	2.7%	0.0%	0.4%	2.1%	8.0%
African American or Black	75.9%	1.1%	4.6%	0.0%	0.5%	3.1%	8.0%
All Asian	60.1%	5.6%	3.1%	0.5%	0.7%	14.6%	15.4%
English Learner	74.5%	0.5%	4.0%	0.0%	0.8%	5.5%	8.0%
Students with Disability	26.0%	0.3%	0.5%	0.0%	0.0%	0.3%	72.8%

* 'S' (insufficient sample size for DIF analysis)
** 'Null' (no data available for DIF analysis)

Complete Item-level DIF data is available for first time items beginning in the 2001-02 administration year, through 2011–12. Table 5.4 presents the percentage of first time appearing ELA items classified into each level of DIF for each administration year. The data reveal no clear trend in the percentage of field test items flagged for significant DIF, or 'C', over time.

Table 5.4. Levels of DIF for First Time Appearing Field Test ELA Items by Administration Year

			Level of DIF		
Admin Year	**# Null/S Items**	**# Valid Items**	**A**	**B**	**C**
2001–02	12	468	77.6%	17.5%	4.9%
2002–03	35	1,557	69.0%	25.7%	5.3%
2003–04	277	767	66.4%	24.8%	8.9%
2004–05	12	515	70.7%	22.9%	6.4%
2005–06	14	532	68.8%	22.7%	8.5%
2006–07	22	630	72.2%	20.2%	7.6%
2007–08	82	1,723	71.2%	22.2%	6.7%
2008–09	30	1,627	68.3%	24.0%	7.6%
2009–10	15	1,654	73.2%	21.3%	5.6%
2010–11	25	469	67.2%	24.7%	8.1%
2011–12	24	1,747	69.8%	22.0%	8.2%

Table 5.5 presents the same information for the mathematics items. A smaller percentage of mathematics items were flagged for DIF compared to ELA items; however, as with ELA, the percentage of field test items flagged for DIF does not appear to be decreasing over time.

Table 5.5. Levels of DIF for First Time Appearing Field Test Mathematics Items by Administration Year

Admin Year	# Null/S Items	# Valid Items	Level of DIF		
			A	B	C
2001—02	12	269	77.0%	20.4%	2.6%
2002—03	5	1,707	71.5%	25.0%	3.5%
2003—04	167	1,612	70.5%	24.4%	5.1%
2004—05	1	531	72.7%	23.2%	4.1%
2005—06	2	555	74.2%	20.9%	4.9%
2006—07	8	519	73.2%	22.9%	3.9%
2007—08	18	1,573	69.9%	25.0%	5.1%
2008—09	0	1,116	73.0%	23.5%	3.5%
2009—10	0	1,560	68.3%	27.2%	4.5%
2010—11	0	16	87.5%	12.5%	0.0%
2011—12	0	1,559	66.7%	28.4%	4.9%

Table 5.6 summarizes the distribution of first time appearing field test items across DIF levels by ELA content strand. Less than three percent of items written to the literary response and analysis and reading and comprehension strands were flagged for significant DIF, and less than five percent of writing strategies items were flagged. More than 47 percent of items written to the writing applications strand were flagged. The writing application strand is the only CAHSEE strand measured by essay items and not multiple-choice items. The high number of items identified as flagged for this strand is consistent with findings at CAHSEE item reviews. We also found a relatively high percentage (just under 20%) of items in the word analysis strand flagged for significant DIF.

Table 5.6. Levels of DIF for First Time Appearing Field Test ELA Items, by Content Strand

Content Strand	# Null/S Items	# Valid Items	Level of DIF		
			A	B	C
Literary Response and Analysis	594	3,267	75.9%	21.3%	2.8%
Reading and Comprehension	618	3,255	80.1%	17.1%	2.8%
Word Analysis	317	1,441	46.8%	33.6%	19.6%
Writing Applications	37	190	11.6%	41.1%	47.4%
Writing Conventions	381	2,103	59.0%	29.5%	11.5%
Writing Strategies	608	2,192	75.6%	19.9%	4.5%

For the three ELA content strands with a high percentage of items flagged for DIF, we examined the types of DIF where potential problems were identified. Table 5.7 reveals that the presence of DIF items was most common for EL students and Asian students. Although a very high number of writing application items were identified as having significant DIF for SWD, only four items had valid information to complete DIF analysis.

Table 5.7. Percentage of Items with Significant DIF for First Time Appearing Field Test ELA Items, by Content Strand

	Content Strand		
Type of DIF	Word Analysis	Writing Applications	Writing Conventions
Female	5.5%	15.5%	0.4%
American Indian or Alaskan Native	0.0%	0.0%*	0.0%
Pacific Islander	0.0%*	0.0%*	0.0%
Filipino	5.8%	0.0%	4.3%
Hispanic or Latino	8.1%	4.5%	1.8%
African American or Black	2.7%	12.2%	0.9%
Asian	6.2%	23.2%	9.8%
English Learner	7.5%	28.2%	4.5%
Students with Disability	0.0%	75.0%*	0.0%

*Percentage based off less than 10 valid items.

Table 5.8 summarizes the distribution of first time field test items across DIF levels by mathematics content strand. Of all content strands related to mathematics, less than 10 percent of the items were flagged for significant DIF. Items written to number sense and statistics, data analysis, and probability had the highest percentage of items flagged for DIF, at 8 percent and 8.3 percent, respectively.

Table 5.8. Levels of DIF for First Time Appearing Field Test Mathematics Items, by Content Strand

Content Strand	# Null/S Items	# Valid Items	Level of DIF		
			A	B	C
Algebra and Functions	433	2,667	73.6%	23.2%	3.2%
Algebra I	463	1,851	75.4%	23.0%	1.7%
Mathematical Reasoning	168	824	76.0%	19.8%	4.2%
Measurement and Geometry	405	2,484	76.3%	21.3%	2.4%
Number Sense	361	2,130	65.0%	26.9%	8.0%
Statistics, Data Analysis, and Probability	323	1,691	56.5%	35.2%	8.3%

Table 5.9 summarizes the percentage of field test items flagged for each type of DIF for two strands: (a) number sense; and (b) statistics, data analysis, and probability content – the two strands with the highest percentage of items flagged for DIF. For number sense, items most frequently had a different performance effect than one would expect for female students. For statistics, data analysis, and probability, this was true for Asians and EL students.

Table 5.9. Percentage of Items with Significant DIF for First Time Appearing Field Test Mathematics Items, by Content Strand

Type of DIF	Content Strand	
	Number Sense	Statistics, Data Analysis, and Probability
Female	4.5%	1.1%
American Indian or Alaskan Native	0.0%	0.0%
Pacific Islander	1.3%	0.0%
Filipino	0.0%	2.3%
Hispanic or Latino	0.3%	1.1%
African American or Black	0.5%	1.4%
Asian	2.1%	3.7%
English Learner	0.7%	3.8%
Students with Disability	0.0%	0.2%

Operational Items

We next turn to examining the DIF of ELA and mathematics items used operationally. Similar to the field test item analyses above, we examine the first time operational appearance of each item only, unless otherwise noted. This prevents one item from being included multiple times.

Table 5.10 summarizes how ELA operational items are classified under each type of DIF. Similar to the field test items, DIF does not appear to be problematic for any one group of students, and the majority of items were found to be free of DIF.

Table 5.10. Levels of DIF for First Time Appearing Operational ELA Items, by Type of DIF

Type of DIF	Level of DIF						
	A	B+	B-	C+	C-	S*	Null**
Any	61.0%	9.2%	10.6%	1.4%	3.9%	0.0%	13.8%
Female	84.8%	1.9%	2.5%	0.0%	0.5%	1.0%	9.4%
American Indian or Alaskan Native	60.7%	0.1%	0.3%	0.0%	0.0%	25.1%	13.9%
Pacific Islander	45.9%	1.0%	1.9%	0.0%	0.5%	36.8%	13.9%
Filipino	51.5%	2.9%	4.6%	0.5%	1.5%	25.1%	13.9%
Hispanic or Latino	82.5%	0.6%	2.2%	0.1%	0.4%	4.9%	9.4%
African American or Black	78.4%	0.5%	1.6%	0.0%	0.3%	9.8%	9.4%
Asian	52.8%	4.1%	4.5%	0.7%	2.2%	21.8%	13.9%
English Learner	59.3%	1.9%	2.5%	0.3%	0.9%	9.7%	25.3%
Students with Disability	26.8%	0.1%	0.0%	0.0%	0.0%	3.6%	69.5%

* 'S' (insufficient sample size for DIF analysis)
** 'Null' (no data available for DIF analysis)

Table 5.11 presents the same information for the sample of operational mathematics items. Compared to ELA, fewer mathematics items are flagged for DIF, and similar to ELA, item DIF does not appear to be a frequent problem for any specific subgroup, based on the available data.

Table 5.11. Levels of DIF for First Time Appearing Operational Mathematics Items, by Type of DIF

	Level of DIF						
Type of DIF	A	B+	B-	C+	C-	S*	Null**
Any	72.7%	6.1%	8.1%	0.7%	1.9%	0.0%	10.5%
Female	88.1%	2.2%	2.8%	0.0%	0.7%	0.0%	6.3%
American Indian or Alaskan Native	73.7%	0.1%	0.2%	0.0%	0.0%	15.6%	10.5%
Pacific Islander	60.5%	1.1%	1.2%	0.1%	0.0%	26.6%	10.5%
Filipino	67.8%	2.0%	2.4%	0.2%	0.3%	16.7%	10.5%
Hispanic or Latino	89.0%	0.3%	0.4%	0.0%	0.0%	3.0%	6.3%
African American or Black	89.0%	0.5%	0.7%	0.0%	0.0%	3.6%	6.3%
Asian	67.0%	2.5%	3.2%	0.4%	0.8%	15.6%	10.5%
English Learner	89.5%	0.5%	1.7%	0.0%	0.2%	1.8%	6.3%
Students with Disability	23.3%	0.3%	0.4%	0.1%	0.0%	1.6%	74.4%

* 'S' (insufficient sample size for DIF analysis)
** 'Null' (no data available for DIF analysis)

The percentage of operational ELA items flagged for DIF in the first three years of CAHSEE administration was approximately 8.5 percent. Since then, the percentage flagged has decreased; with the smallest percentage reported for the 2006-07 administration year (see Table 5.12).

Table 5.12. Levels of DIF for First Time Appearing Operational ELA Items by Administration Year

			Level of DIF		
Admin Year	**# Null/S Items**	**# Valid Items**	**A**	**B**	**C**
2001–02	0	105	65.7%	25.7%	8.6%
2002–03	46	367	63.5%	28.1%	8.4%
2003–04	67	142	70.4%	21.1%	8.5%
2004–05	0	217	64.5%	29.0%	6.5%
2005–06	0	204	69.6%	22.5%	7.8%
2006–07	0	220	74.1%	23.2%	2.7%
2007–08	0	291	73.5%	21.6%	4.8%
2008–09	0	289	73.0%	21.1%	5.9%
2009–10	46	256	71.5%	22.7%	5.9%
2010–11	0	296	78.0%	15.5%	6.4%
2011–12	0	215	73.0%	21.4%	5.6%

Table 5.13 presents the same information for the Operational mathematics items. Similar to the field test items, a smaller percentage of mathematics items over the administration years were flagged for DIF compared to ELA items. The percentage of items flagged for DIF appear to have decreased over CAHSEE administration years, suggesting the quality of operational items have improved over time.

Table 5.13. Levels of DIF First Time Appearing Operational Mathematics Items by Administration Year

Admin Year	# Null/S Items	# Valid Items	Level of DIF		
			A	B	C
2001—02	0	120	79.2%	15.0%	5.8%
2002—03	1	356	79.2%	16.9%	3.9%
2003—04	57	175	75.4%	17.7%	6.9%
2004—05	0	290	74.5%	17.6%	7.9%
2005—06	0	283	81.3%	15.9%	2.8%
2006—07	0	335	80.3%	18.5%	1.2%
2007—08	0	291	84.5%	15.1%	0.3%
2008—09	0	298	84.9%	14.1%	1.0%
2009—10	46	259	85.3%	12.4%	2.3%
2010—11	0	196	83.7%	15.3%	1.0%
2011—12	0	210	84.3%	14.3%	1.4%

We next conducted crosstab analyses to determine the classification of the same operational items appearing more than once in the data sets from the first to second appearance, and then between the second and third appearance. Table 5.14 summarizes the results for ELA items. For the first set of data, the columns present the classification of items as 'No DIF', 'DIF' or 'Null or S' the first time they were administered, and the rows indicate the item's DIF classification the second time. The second set of data presents the same information for the second to third administration. The percentages are based on the overall number of items appearing a second or third time, respectively. Of the items flagged for significant DIF at their first appearance, the majority were again flagged for significant DIF the second time they were administered. This is true between the second and third appearance as well. However, the majority of repeat items were found to have no DIF.

Table 5.14. Changes in DIF Classifications for Repeat Operational ELA items, Between First and Second Appearance, and Between Second and Third Appearance

	First Appearance DIF			
Second Appearance DIF	**No DIF**	**DIF**	**Null/S**	**Total**
No DIF	832 (77.8%)	12 (1.1%)	75 (7.0%)	919
DIF	14 (1.3%)	33 (3.1%)	7 (0.7%)	54
Null/S	1 (0.1%)	0 (0.0%)	95 (8.9%)	96
Total	847	45	177	1069
	Second Appearance DIF			
Third Appearance DIF	**No DIF**	**DIF**	**Null/S**	**Total**
No DIF	459 (84.1%)	5 (0.9%)	22 (4.0%)	486
DIF	1 (0.2%)	9 (1.6%)	0 (0.0%)	10
Null/S	0 (0.0%)	0 (0.0%)	50 (9.2%)	50
Total	460	14	72	546

Table 5.15 presents the same information for repeat mathematics items. Many of the results are similar to that of the ELA items; however, between the second and third administration of items, more than half of the items flagged for significant DIF during the second administration were found to show no DIF the third time they appeared.

Table 5.15. Changes in DIF Classifications for Repeat Operational Mathematics items, Between First and Second Appearance, and Between Second and Third Appearance

	First Appearance DIF			
Second Appearance DIF	**No DIF**	**DIF**	**Null/S**	**Total**
No DIF	865 (82.8%)	13 (1.2%)	31 (3.0%)	909
DIF	7 (0.7%)	16 (1.5%)	2 (0.2%)	25
Null/S	47 (4.5%)	0 (0.0%)	64 (6.1%)	11
Total	919	29	97	1045
	Second Appearance DIF			
Third Appearance DIF	**No DIF**	**DIF**	**Null/S**	**Total**
No DIF	211 (85.4%)	3 (1.2%)	4 (1.6%)	218
DIF	3 (1.2%)	1 (0.4%)	0 (0.0%)	4
Null/S	14 (5.7%)	0 (0.0%)	11 (4.5%)	25
Total	228	4	15	247

We next examined DIF classifications for first time item operational appearance based on point-biserial levels, or the correlation of items to the overall exam. For ELA, the larger the point-biserial correlation, the more likely an item was to be flagged for DIF (see Table 5.16). The majority of the items were found to have a moderate or high point-biserial level, with very few items at the low end.

Table 5.16. Levels of DIF for First Time Appearing Operational ELA Items, by Point-biserial Level

Pbis	# Null/S Items	# Valid Items	Level of DIF		
			A	B	C
Little or No (<.1)	0	3	100.0%	0.0%	0.0%
Low (.1 - .2)	0	85	78.8%	18.8%	2.4%
Moderate (.2 - .3)	0	500	77.2%	18.6%	4.2%
High (.3 - .5)	0	1918	69.7%	23.3%	7.0%
Very High (> .5)	4	185	68.6%	23.2%	8.1%

For mathematics items, the pattern was similar to ELA, with higher point-biserial correlations having higher percentage of items with DIF; however, the small number of items (14) with little or no correlation to the test had the largest percentage of items flagged for DIF (see Table 5.17).

Table 5.17. Levels of DIF for First Time Appearing Operational Mathematics Items, by Point-biserial Level

Pbis	# Null/S Items	# Valid Items	Level of DIF		
			A	B	C
Little or No (<.1)	0	14	78.6%	14.3%	7.1%
Low (.1 - .2)	3	188	94.7%	5.3%	0.0%
Moderate (.2 - .3)	20	687	89.2%	10.0%	0.7%
High (.3 - .5)	94	1,765	77.7%	18.6%	3.7%
Very High (> .5)	20	291	75.3%	19.9%	4.8%

We next examined the percentage of first time operational items flagged for significant DIF based on the item's b-value, or item difficulty. We based the five b-value categories of 'Very Low' to 'Very High' on the standard deviation of the sample of ELA or math items. Table 5.18 summarizes the ELA data. Items with very high b-values were found to have the lowest percentage of items flagged for significant DIF. Items with low or very low b-values were most likely to be flagged for DIF. The majority of the items had b-values within one standard deviation of the mean, and were labeled as moderate.

Table 5.18. Levels of DIF for First Time Appearing Operational ELA Items, by Difficulty Level

B Value*	# Null/S Items	# Valid Items	Level of DIF		
			A	B	C
Very Low (<-1.5)	2	64	53.1%	39.1%	7.8%
Low (-1.5 to -0.7)	20	402	62.7%	27.9%	9.5%
Moderate (-0.7 to 0.7)	89	1,825	72.5%	21.3%	6.2%
High (0.7 to 1.5)	27	449	73.7%	22.3%	6.0%
Very High (>1.5)	3	47	66.0%	31.9%	2.1%

*Cutoffs based on mean and standard deviation of b-values for the sample of ELA items.

Table 5.19 summarizes the DIF data by b-value levels for mathematics operational items. Similar to ELA items, the majority of items had b-values within one standard deviation of the mean and were labeled moderate. For mathematics, no more than 3 percent of items from any given b-value range were flagged for significant DIF.

Table 5.19. Levels of DIF for First Time Appearing Operational Mathematics Items, by Difficulty Level

B Value*	# Null/S Items	# Valid Items	Level of DIF		
			A	B	C
Very Low (<-4.0)	3	89	83.1%	16.9%	0.0%
Low (-4.0 to -2.1)	1	45	75.6%	22.2%	2.2%
Moderate (-2.1 to 1.7)	129	2,691	81.2%	15.8%	3.0%
High (1.7 to 3.6)	3	36	91.7%	5.6%	2.8%
Very High (>3.6)	2	83	79.5%	19.3%	1.2%

*Cutoffs based on mean and standard deviation of b-values for the sample of mathematics items.

Summary of Flagged Items

HumRRO's analysis of CAHSEE field test items flagged for DIF found little change over time in rates of significant DIF; however, it appears the quality of operational items has improved over time. In addition, we found that overall DIF was not a particular problem for any one subgroup for ELA or mathematics field test or operational items.

Most operational items used repeatedly, for both ELA and mathematics, were identified as not showing significant DIF; however, a small percentage of repeat items flagged with significant DIF were used a second and third time. Based on established CAHSEE procedures, we assume any items flagged for DIF after field test procedures were reviewed by experts and determined acceptable for operational use.

Overall, ELA items were more frequently flagged for significant DIF than mathematics items. Specifically, examining strand-level ELA field test DIF data, items written towards the writing applications ELA strand were flagged for significant DIF at a

very high level (over 47 percent), and to a lesser degree, items written to word analysis were also frequently flagged (19.6 percent). The high percentage of writing application items demonstrating DIF might be because the items are essays, and not multiple-choice. Despite the different item type, the same analyses for identifying DIF are conducted as for multiple-choice items.

An item's relationship to the overall ELA or mathematics exam appeared to have an impact on the likelihood of being flagged for significant DIF. Specifically, items with very high correlations were most likely to be flagged for significant DIF, for both ELA and mathematics. An item's difficulty level appeared to have little impact on whether it would be flagged.

In August of 2012, ETS delved more deeply into the high percentage of December 2011 field tested ELA essay items with significant DIF. Their conclusion was that the over-identification may be due to small sample sizes and the lack of motivation of the students who take the essay field test. This emphasizes the importance of ensuring content experts and bias and sensitivity committees review constructed response field test prompts flagged for DIF. HumRRO recommends that CDE avoid suspending the external data reviews when budget constraints arise.

Evaluation of CAHSEE Test Administrations and Range-finding Session

Under the current ETS contract with CDE, auditing of CAHSEE test sites (conducted by a subcontractor) is conducted with a small percentage of high schools to determine compliance with criteria for pre-administration activities, administration plans, testing facilities, administration activities, and post-administration activities. HumRRO's test administration site visits complement ETS's audits and include site personnel interviews in addition to observations. HumRRO consulted with CDE to select high schools in two different Local Educational Agencies (LEAs) to visit in 2013. The CAHSEE coordinators of the selected LEAs facilitated HumRRO's site visit arrangements, informing school site personnel several weeks prior to test administration about the purpose and procedures for HumRRO's visit.

HumRRO observed the February 5–6, 2013 and March 12–13, 2013 census test administrations at three central California high schools. Two different schools were observed for English-language arts (ELA) and mathematics in February, and one school was observed for both tests in March. Our goals for the site visits were to use observation and interview outcomes (a) to evaluate the procedures followed at each test site relative to the procedures described in the administration manuals published by ETS and (b) to make quality assurance recommendations that could improve standardization or achieve greater efficiency or security.

As has been customary in the past, HumRRO conducted the site visits in such a way as to avoid interfering with the operational administration. Our data collection methods involved observing from a distance (e.g., remaining seated at the back of the testing classrooms for the duration of each session without interacting with students), "looking over the shoulder" (e.g., to see how test materials were handled), and inquiring

about particular aspects of the administration (e.g., asking test examiners about accommodations provided).

We also conducted a structured interview with each test site coordinator about security, test examiner training, test variations, and general site logistics. In addition, this year HumRRO had the opportunity to conduct a structured interview with the CAHSEE district coordinator at the LEA office for the high school observed in March.

Key findings from our observations of the test administrations and our interviews with test site coordinators and the district coordinator are described below. Many of our recommendations are based on the current *California High School Exit Examination District and Test Site Coordinator's Manual* and the *Directions for Administration* and *Directions for Administration – Special Test Versions* manuals. These are the documents provided to school site personnel by ETS as the means of communicating requirements for all aspects of test administration.

Findings from Observation of Test Administration

Testing Environment. Conditions at all sites were adequate with respect to lighting, ventilation, space and a writing surface for each student, and minimal noise, although at one site students were seated at desks that were about 2 ½ feet apart instead of the standard 4-foot spacing. All testing at all sites took place in classrooms. Testing group sizes differed among the schools, with 25 or fewer students per class at two schools and 35 or fewer students per class at another. At two sites, examiners administered the exam without the aid of a proctor in the room. At the third site, the observed testing room was designated for English learners (ELs) and two additional proctors assisted and provided translation services. "Quiet—Do not Disturb" signs were posted on testing room doors, and all observed examiners established a tone of seriousness, focus, and discipline appropriate for the assessment.

Recommendations for LEAs and test sites:

Ensure that all districts provide adequate training to test site coordinators and examiners regarding appropriate testing conditions. This training should emphasize the seat spacing and proctoring requirements as stated in the *CAHSEE LEA and Test Site Coordinator's Manual*:

- "Arrange seating so that the students will work independently. All seats should face the same direction, with spacing of at least four feet from center of desk to center of desk."
- "One test examiner is needed in each testing room to verify students' identities, read the directions, and monitor the students throughout the entire examination. There should also be one proctor for every 25 students in a testing room (i.e., if there are 50 students in the room, there should be one test examiner and two proctors)."

Test Materials Distribution/Collection. At all sites the test examiners distributed materials in accordance with standard procedures. All sites used Pre-ID answer documents; examiners asked students to verify they were given the correct answer documents by checking their printed names. At one site, the examiner did not know all students being tested; at the other sites, all students were known to the examiners or proctors. Student identification was not checked at any site.

Recommendations for LEAs and test sites:

Ensure that all districts provide adequate training to test site coordinators and examiners regarding verification of student identification as stated in the *CAHSEE LEA and Test Site Coordinator's Manual:*

- "According to 5 California Code of Regulations (CCR) Section 1203, the test examiners at the test site are responsible for the accurate identification of students who are to be administered the examination. The identity of the students taking the CAHSEE must be verified through the use of photo-identification or positive recognition by an employee of the school district. Before distributing materials to any students, verify the identity of all students through the use of photo identification, positive recognition by the test examiner, or other equivalent means."

Directions and Monitoring. Test examiners at all high schools read the *Directions for Administration* bold faced script verbatim, with the exception of one examiner failing to read the script at all at the beginning of Session 2. However, this examiner did tell the students, without referring to the script, not to go back to Session 1 if they had started Session 2. The examiner for ELs read the directions in English, taking care to speak slowly and clearly and pausing between directions.

At all sites, test examiners warned students that the use of cell phones was forbidden and would cause a test to be invalidated. At one site, students were simply instructed to put away cell phones. At the other two sites, the examiners had a standard protocol for collecting electronic devices: the students were instructed to place all electronic devices in their backpacks and take the backpacks to a specific place in the room where they would remain for the duration of testing including breaks. One of the test site coordinators told the HumRRO observer that this protocol had been suggested by an ETS auditor.

At one school, HumRRO observed the test site coordinator catching a student in the act of pulling out a cell phone during a sanctioned break outside of the testing room. The test site coordinator immediately pulled the student back into the testing room, collected the student's test materials, and told the student that his score would be invalidated. The student then quickly left without comment. The examiner then stated that this student arrived late and did not hear the warning about cell phone use.

For the most part, examiners monitored students to ensure they were complying with the directions (e.g., not communicating with other students); however, at one site,

several students were observed exiting the classroom to use the restroom during the session without notifying the proctor. At all schools the examiners and proctors responded quickly to students' questions.

Recommendations for LEAs and test sites:

- Include in district training a standard protocol for ensuring that students do not have access to cell phones during the exam or during breaks (e.g., have students place all electronic devices in their backpacks and take the backpacks to the front of the room). Ideally, ETS will establish a suggested protocol and include it in the test administration manuals (see recommendations for ETS below).
- Emphasize during training that test examiners must read the complete script verbatim as stated in the *Directions for Administration* to all students. If late students are allowed to test, they need to be read the entire script.
- Remind test site coordinators and examiners that the test site coordinator must confirm and verify that cheating actually occurred before invalidating a student's test as stated in the *Directions for Administration:*

  "If a student is caught cheating, the test site coordinator must confirm and verify that cheating **actually** occurred and complete a Test Administration Incident Report Form."
- Emphasize during training that test examiners should schedule a break between sessions but not within a testing session (unless students are testing with that accommodation). Furthermore, students must be monitored during breaks as stated in the *Directions for Administration:*

  "Test examiners should provide a break for students between Sessions 1 and 2. If the break will be short, students should remain in the testing room unless they need to use the restroom. Students must be monitored at all times, including breaks."
- The *Directions for Administration* state "Students should remain in the testing room during the examination; however, follow school procedures for allowing students to use the restroom during testing." At sites with very informal restroom break policies, such as the observed school where students came and left the room at will, a more formal restroom policy during testing should be instituted as a test security precaution. Such a policy should include having students notify a proctor so that test materials are either turned in or verified to remain in the room.

Recommendations for ETS:

- Provide a standard protocol or suggested policy for ensuring that students do not have access to cell phones during the exam or during breaks (e.g., have

students place all electronic devices in their backpacks and take the backpacks to the front of the room). Include this information in the *Director and Test Site Coordinator's Manual* and in the *Directions for Administration.*

- In the opening bold-faced script of the *Directions for Administration*, the students are warned that if they are found cheating or to have compromised the security of the examination, their scores may be invalidated." To help the students understand what "compromising the security of the examination" means, provide some examples or simplify the language.
- Consider providing a protocol for how to handle students who are suspected of cheating or of compromising the test. Should the student be allowed to finish the current session, while the test site coordinator determines whether or not cheating actually occurred? If students are immediately dismissed from the session, there is no chance for discussion between the examiner and the test site coordinator to decide on the best course of action. Include this information in the *Director and Test Site Coordinator's Manual* and in the *Directions for Administration.*
- In addition to the instructions for posting a "Do Not Disturb" sign, consider adding instructions in the manuals for posting a "No Cell Phones Allowed During Testing or Breaks" sign for students who may not have heard the warning due to late arrival.
- Consider providing a standard protocol for handling late students, including how long the examiner should wait before beginning specific directions for the test. During paper and pencil testing for the National Assessment of Educational Progress (NAEP), students who arrive while test materials are being distributed are allowed to test; however, after an examiner has begun reading instructions late students are not permitted to test.

English Learner Test Variations. At the March administration we observed the use of English learner (EL) test variations[9] in the ELA and mathematics tests. The grade ten through grade twelve EL students tested separately in two small groups with other EL students. Some EL students in both groups experienced one or more additional EL test variations: hearing the test directions translated into their primary language, asking clarifying questions about the test directions in their primary language, and having access to translated word lists.

In the ELA testing group observed, the examiner was the English language development teacher of the 22 EL students, whose primary languages were Asian. Six of the students had been in a US school less than one year, one had arrived one week before, and the others had been in the United States up to three years. An instructional assistant, serving as a proctor, was able to translate and answer clarifying questions in Chinese but did not speak the languages of all testing students, which included

[9] As defined by CDE, a test variation is a change in the manner in which a test is presented or administered, or a change in how a test taker is allowed to respond. Test variations include, but are not limited to, accommodations and modifications.

Japanese and Korean. Word lists in Chinese, Korean, and Japanese were distributed to students, and many students referred to them frequently during Session 1 and occasionally during Session 2. Several students needed assistance completing the answer document fields, and the Japanese student, who had arrived in country just one week prior, did not understand the stop signs in the test booklet or how to respond to the essay prompt. This student appeared to be looking back to passages and copying text onto the essay response area, and the proctor tried several times with pointing and gestures to clarify the task.

In the mathematics testing group observed, the examiner was a French teacher and the proctors were an English teacher and the EL program assistant who assesses ELs on the CELDT. The primary language noted on the examinee's roster was Hebrew for four students, Spanish for three students, and Portuguese, Farsi, and Nepalese for one student each. The examiner indicated that six of the students were Spanish speaking "lifers" and described them as students who had been in the United States a long time and whose English still wasn't strong. The proctors distributed a mathematics word list in Spanish to the Spanish speakers; it was the only available translation glossary. One Hebrew-speaking student asked to have the word "equivalent" explained. The proctor left the room to check with the site coordinator for the appropriate action. The proctor returned and appropriately directed the student to look at other parts of the item to get clues because no translation was available and providing definitions is not allowable.

Recommendations for CDE:

Provide additional guidance for LEAs and schools regarding appropriate content for the glossaries for English learner examinees, and consider providing an appropriate CAHSEE glossary to be translated from English into the primary languages of EL students for statewide use.

- The *Director and Test Site Coordinator's Manual* includes only a brief description of the type of glossary allowed for the English learner test variation known as "access to translation glossaries/word lists": "The glossaries are to include ONLY the English word or phrase with the corresponding primary language word or phrase. The glossaries must not include any definitions or formulas."

- The goal of test variations identified specifically for ELs is to reduce construct-irrelevance variance that is due to language[10]. Because the creation and availability of local glossaries is variable with LEA resources, and because clearer guidance on what should be in the glossaries is not provided, variations can be a source of unfairness to students and a threat to standardization. Glossaries developed locally for individual student

[10] The draft article *Accommodations for English Language Learners and Students with Disabilities in California* (Abedi, 2010) includes recommendations for enhancing the quality of accommodations used and the validity of accommodation outcomes.

instructional purposes may have a different function and different content than those most appropriate for CAHSEE testing.

Timing. As the CAHSEE is an untimed but not unlimited time test, the sessions were observed to be adequately conducted with respect to the approximate testing times listed in the manuals, with allowance for additional time as needed by individual students or early dismissal when all students were finished. With regard to additional time within a test, however, examiners at all sites told students at the beginning of Session 2 that they could remain in the testing room and finish Session 1, if they had not already done so, before starting Session 2.

Recommendation for ETS:

Consider reviewing and clarifying the instruction for handling students who need extra time to complete Session 1 in the *Director and Test Site Coordinator's Manual* and in the *Directions for Administration*, which currently state only, "Check with the test site coordinator for procedures to follow if students need to be escorted to another room to continue testing."

Test Site Coordinators knew that they must provide a room for students needing extra time to complete the test after the scheduled end of Session 2, but they seemed unclear on how to handle students who need extended time to complete Session 1. If Session 1 test takers remain in the room with Session 2 test takers, proctors must monitor students taking two different sessions in the same testing room to ensure students taking Session 2 do not refer back to Session 1. Also the Session 1 test takers are disturbed by the reading of the Session 2 script.

Student Motivation. All students seemed to approach the tests seriously and appeared to be concentrating on their work and quietly responding to CAHSEE questions. Because students with disabilities (SWD) were not tested in separate small groups or otherwise identified, the observer was not able to note any distinctions in test taking behaviors.

Findings from Interviews with District and Test Site Coordinators

Training. The district coordinator we interviewed provided mandatory training sessions for test site coordinators in October and February. The training explained procedures and covered issues that had arisen in prior administrations and how to handle them. When new test site coordinators come on board, cross-training with assistance from experienced site coordinators takes place. The ETS training video was made available for viewing.

One test site coordinator we interviewed had attended a training session conducted by the district coordinator. About one week before each of the six CAHSEE administrations conducted at the school, this test site coordinator provided training to the school site examiners to review procedures and plan logistics; examiners were

offered an administration manual to review in advance of the test date. Another test site coordinator provided training before the October administration, but just a quick "refresher" before the February administration because all the examiners "are experienced." The third coordinator handled the small November administration with an assistant and provided training to all March examiners the Monday before the test administration. Two test site coordinators had not heard of the ETS training video, and one of them thought it would be very helpful. All test site coordinators praised the support they receive from the district coordinator's staff.

One test site coordinator explained that, due to a prior incident, the school's policy (and thus training of test examiners) is to take a hard line against cheating by invalidating the test of any student caught using a cell phone during testing. This is the same coordinator who invalidated a student's test without investigation into whether the phone was actually being used to cheat (see recommendations under *Directions and Monitoring* on page 19).

Recommendation for LEAs:

Ensure that all districts provide adequate training to test site coordinators that includes a thorough discussion of the procedures and responsibilities, including how to deal with cheating incidents, specified in *Director and Test Site Coordinator's Manual*. District coordinators should make the ETS test administration video available their test site coordinators.

Ordering Materials. The district coordinator described the process for ordering materials as beginning with identification of which students need to take the ELA, mathematics, or both tests, using a student data program that district and school site personnel are trained to use. SWD teachers are directed to ensure student data is updated in time to allow the appropriate testing materials for SWD to be ordered. The district coordinator stated that the window of time between obtaining the November CAHSEE data and needing to identify students for whom to order pre-ID labels for the March administration is only a few days. Because the March data is not available in time to guide ordering of the May materials for grade eleven and twelve students, materials ordered for students who actually pass in March are simply not used. The district also orders blank answer documents for students who are no longer enrolled but who have completed all graduation requirements but the CAHSEE and choose to take the test at their former high school or at the district office.

All test site coordinators indicated that their district coordinator handled the ordering process with ETS. One test site coordinator personally picked up school materials from the district office instead of waiting for delivery so that there would be more time for inventorying before the administration. One coordinator stated that there is turnover of about one-third of the students each school year, making the ordering process a challenge. One coordinator met with the Lead Resource Specialist to verify that appropriate materials for the audio and other accommodations for students with disabilities were ordered. Regarding the glossaries for EL students, one coordinator

indicated that a data query is run to generate a list of primary languages spoken by the students to be tested so that the word lists, if available in those languages, can be prepared for testing day. No ETS testing materials were missing or defective at any site.

Maintaining Security of Materials. The district coordinator indicated that the district must provide CAHSEE materials to nonpublic schools that test students, and on one occasion the test materials were never returned to the district from the nonpublic school.

All test site coordinators we interviewed provided controlled access to a secure locked storage area or room for testing materials at the school; they ensured all examiners had signed the Test Security Affidavit. At all sites, the test materials were monitored in a secure manner during the period of HumRRO observation. One site used the inventory form provided in the *Director and Test Site Coordinator's Manual*, but the other sites created their own inventory control system. The test site coordinator at one site mentioned that some old CAHSEE test booklets from prior administrations were found stored in a cabinet and were returned.

Recommendation for ETS:

- Review and, as appropriate, strengthen procedures for post-administration inventory process to reduce potential security breaches.

Recommendation for CDE:

- Review and, as appropriate, strengthen procedures for tracking down test booklets reported by ETS as missing during their post-administration inventory.

Preparing for Administration. All test site coordinators described the time-consuming tasks of coordinating rooms, test examiners, students, supervised breaks, and bell schedules for this census administration; approximately 550–600 students were tested at two observed sites, and 375 at another. One coordinator asked if it would be possible for ETS to provide the pre-ID documents in a shipment prior to the secure test booklets, so that the preparation could be spread over a few more days. This coordinator also suggested it would make inventorying easier if the test booklets were packaged so that the starting serial number was at the top of each box, rather than at the bottom of the box. To aid the examiners, another test coordinator felt that, in addition to signing their test booklets, students should also be asked to print their names on their booklets.

Recommendations for ETS:

- Consider adding to the bold-faced script of the *Directions for Administration* instructions to students that they print their names clearly in the upper right-hand corner of the test booklet in addition to signing it. HumRRO observers

believe this will make it easier for the examiner to read during the administration and for others during inventory.

- Consider packaging and shipping alternatives for earlier inventorying of pre-ID documents and easier inventorying of test booklets by school site coordinators.

Providing Testing Variations, Accommodations, and Modifications. The district coordinator stated it was district policy to schedule all SWD to take the CAHSEE until both parts are passed, using appropriate accommodations and modifications. Despite the current exemption, the coordinator stated that the district is concerned the "rules could change again" and also finds it educationally valuable for SWD to have the skills and knowledge measured by the CAHSEE.

Two test site coordinators indicated that it is district policy for all grade ten students to take the CAHSEE without modifications. This approach is intended "to get a baseline" for students. For students with IEPs or 504 plans who do not pass at grade ten, modifications will be provided at grades eleven and twelve as needed. According to one test site coordinator, this is done so that students have a feeling of accomplishment for passing "on their own."

Regarding CAHSEE glossaries for ELs, the district coordinator described a "homegrown" effort several years ago at a time funds were available to create a glossary by "combing through released CAHSEE test questions" to extract vocabulary, including terms in directions (e.g., analyze). The word list was translated by paid consultants into several languages (e.g., Farsi, Japanese, Korean, Tagalog, Spanish, and what the district called "Traditional Chinese" and "Chinese"). The mathematics word lists were translated into fewer languages than the ELA lists. The district makes electronic versions of the glossaries available to its schools, whose test site coordinators produce hard copies as needed.

One site coordinator described the process for providing EL students with glossaries, stating that students are informed that use of the glossaries will not hurt their scores. The glossaries are considered most helpful to ELs who have the academic vocabulary in their primary language. The coordinator stated that the glossaries are available during English Language Development (ELD) and core curriculum classroom instruction, but that students prefer using electronic translators, which are not allowed during the CAHSEE.

Recommendation for LEAs and test sites:

Engage the IEP decision-making team for SWD in the test preparation process to ensure the examiners offer all appropriate testing variations, accommodations, and modifications (in terms of test materials, facilities, and proctoring) to students as stated in the *Director and Test Site Coordinator's Manual:*

- "Provide accommodations and/or modifications to students with IEPs or Section 504 plans. Provide identified English Learners additional testing variations if regularly used in the classroom."

Recommendation for CDE (repeat of recommendation from English Learner Test Variations section):

Provide additional guidance for LEAs and schools regarding appropriate content for the glossaries for English learner examinees, and consider providing an appropriate CAHSEE glossary to be translated from English into the primary languages of EL students for statewide use.

- The *Director and Test Site Coordinator's Manual* includes only a brief description of the type of glossary allowed for the English learner test variation known as "access to translation glossaries/word lists": "The glossaries are to include ONLY the English word or phrase with the corresponding primary language word or phrase. The glossaries must not include any definitions or formulas."

- The goal of test variations identified specifically for ELs is to reduce construct-irrelevance variance that is due to language[11]. Because the creation and availability of local glossaries is variable with LEA resources, and because clearer guidance on what should be in the glossaries is not provided, variations can be a source of unfairness to students and a threat to standardization. Glossaries developed locally for individual student instructional purposes may have a different function and different content than those most appropriate for CAHSEE testing.

Findings from Observation of Range-Finding Session

On May 17, 2013, one HumRRO staff member attended the one-day CAHSEE Range-Finding Session facilitated by ETS's Chief Scoring Leader (CSL) at the ETS Sacramento office. The purpose of this meeting was to review pre-selected sample student responses to the CAHSEE ELA writing prompt from the field test and to make the final selection of responses to serve as exemplars of the scoring guide points and the range of possible student approaches. The papers chosen to train and qualify scorers (readers) of student responses to the July 2013 CAHSEE administration serve a critical role in standardizing application of the generic CAHSEE essay scoring rubric to responses to the prompt. HumRRO's goals in observing the meeting were to understand the processes ETS uses to achieve reader consistency and to recommend possible areas for improvement. HumRRO staff used a checklist of best practices for training and manual scoring to guide the observation.

[11] The draft article *Accommodations for English Language Learners and Students with Disabilities in California* (Abedi, 2010) includes recommendations for enhancing the quality of accommodations used and the validity of accommodation outcomes.

One of the CSLs for the CAHSEE program facilitated the meeting and the other CSL acted as scribe and recorded all decisions. At previously observed range-finding sessions, about seven experienced scoring leaders (SLs) and CSLs served as participants. However, for this meeting, there were no SL or CSL participants present other than the facilitator and scribe. Instead, a CDE staff member and the HumRRO observer were asked to serve as participants. The facilitator explained that three CSLs (the CSL facilitator, the CSL scribe, and one other CSL who was not able to attend) selected the possible anchors and rangefinders prior to the meeting. Additionally, the CSLs/SLs would participate in a four-hour teleconference prior to scoring, which was considered ample time for them to familiarize themselves with the anchor and range-finding papers.

The goals of the meeting were: (a) to confirm that the pre-designated anchor papers were clear and straightforward, (b) to confirm that the pre-designated range-finding papers represented unusual approaches to the prompt, (c) to confirm that the pre-assigned score levels were appropriate, and (d) to collect participant comments to include in the annotations about why a paper received a particular score.

The CSL facilitator guided the participants through the training materials, which included the writing prompt, the scoring guide, two sets of 15 student essays, and range-finding score sheets. After having the prompt read aloud and emphasizing that it functioned merely as a stimulus or springboard to the essay, the facilitator led the participants through a review of the four-point scoring guide handout. The facilitator explained that even if a response failed to meet one or two of the six bulleted criteria of the scoring guide at a particular score point, the response might still qualify for that holistic score. For example, a response that meets all of the criteria for a score level of two should not be lowered to a score level of one solely because the response contains errors in English-language conventions. The CSL facilitator also explained that no single bulleted criterion takes precedence over the others for raising or lowering the score. After the participants indicated thorough understanding of the general content of the scoring guide, the facilitator proceeded to the next activity.

The facilitator explained that the goal of the session was to confirm the selection of 12 anchor papers and 12 range-finding papers. The two types of papers served different purposes:

Anchor papers: As a set, the anchor papers would clearly demarcate acceptable types of papers within a single score point and would help readers differentiate between adjacent score points. Therefore, the student responses selected as anchor papers needed to represent each of the four score points as well as scores at the high and low ends of the range to define the score point boundaries, as indicated by a plus sign (+) for high and a minus sign (-) for low.

Range finding papers: Range-finding responses were to be selected to illustrate a variety of unusual approaches with good training discussion points. The appropriate score point for each was recorded as a whole number.

Participants independently read and recorded scores for the first set of 15 papers in their packets of pre-screened (already scored by the facilitator and chosen for this session) student responses. Participants were told to add a plus sign (+) or a minus sign (-) to a score if a paper mostly exhibited a particular score point's standards but one or two of the bulleted criteria were above or below that score point. The scores were recorded on a spreadsheet and projected on a screen for discussion.

For each paper discussed, the CSL facilitator led the group through the following steps in the process:

1. A volunteer read the entire student response aloud. This helped participants avoid unintentionally correcting or filling in blanks of a student's writing and highlighted solid writing skills of students whose poorer handwriting or misspellings could bias scoring decisions.
2. Participants on the high and low ends (in their personal scoring) presented the rationale for their judgments.
3. Participants discussed the ideas presented regarding the appropriate score.
4. Participants were asked if they wanted to change their initial score as a result of listening to the discussion.
5. Changes to scores were recorded on the spreadsheet.

Based on the discussion, the CSL scribe recorded preliminary notes about why a paper received a particular score. These notes would be included in the annotations or scoring notes to be used during actual scoring of July responses. To help evaluate the participants' differing decisions and to determine the final score level, the CLS facilitator sometimes read aloud the score-point description of each bulleted criterion in the scoring guide. As the session progressed, the facilitator also occasionally invited participants to refer to papers that had already been discussed to help guide scoring decisions.

Once consensus was reached on a paper's score, the facilitator suggested that the response be assigned as an anchor paper, a range-finding paper, or neither, and asked the participants if they had any objections. The facilitator chose several range-finding papers to help readers learn to avoid allowing personal bias to influence scoring. The facilitator also reviewed some responses in the packet that readers might consider a "crisis" paper (i.e., a paper in which a student displays personal or emotional problems, such as evidence of physical or mental abuse) but were actually not crisis papers. Although the CDE staff member had to leave the session early, the CDE staff member later reviewed the selected anchor and rangefinders with topic notes and annotations attached. This review served as the final review before scoring.

Recommendations for ETS:

- If possible, ensure at least three CSLs or SLs participate in future May range-finding sessions. The larger number of participants would perhaps yield more diversity in individual scores and lead to richer discussions whereby more key points would emerge for the annotations.

Evaluation of Scoring Consistency

Consistency in Scoring the Essays

We analyzed data on essay scoring results to determine the degree of consistency in the scoring of the student essays used with the 2012–13 CAHSEE administrations and compared the results to indicators of scoring consistency from 2004–05 through 2011–12. Prior to the 2003–04 school year 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. Beginning in 2004, the ELA test was shortened and students were required to write only one essay. In the 2004–05 test year the type of essay prompt (text-based versus stand-alone) varied across administrations. In the 2005–06 through 2012–13 testing years, stand-alone prompts were used in each administration.

As in prior years, each essay was graded by at least two different readers (scorers) using a four-point rubric that indicated the essay response characteristics required for each score level. Four was the highest score; a score of zero was assigned to responses that were off-topic, illegible, or left blank. Since the scoring rubrics vary from one essay topic to another and different topics were asked about in different administrations, we monitored the level of agreement between independent readers for the question used with each administration. Tables 5.20 and 5.21 show agreement rates, by grade, for each of the 2012–13 test forms and for test forms from prior years. Agreement is measured by: (a) how often (what percentage of the time) there was exact agreement versus (b) 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, if necessary, a fourth, so that all operational scores resulted from two readers who agreed to within a single score point.

As shown in Table 5.20, we again analyzed scoring consistency separately for students in grades ten, eleven, and twelve. For each administration the questions and the scoring process were identical for these groups; the quality of the papers they produced was not. Tenth grade students generated many more essays rated as 3 or 4 in comparison to grade eleven and twelve students, none of whom had passed the CAHSEE ELA when they were in grade ten. The greater range of scores increases the possibility that readers may disagree by more than one point, leading to lower agreement rates for the grade ten essays. The Kappa statistic[12] shown in Table 5.20

[12] See Cohen, Jacob (1960). "A coefficient of agreement for nominal scales". *Educational and Psychological Measurement* 20 (1): 37–46.

takes differences in chance agreement rates into account. The statistic has a value of 1.0 when there is perfect agreement and a value of 0.0 when agreement is at chance levels. Kappa values were not computed prior to 2011, as indicated in Table 5.21.

Table 5.20. 2012–13 Scoring Consistency[1] for Student Essays by Administration and Grade

	Grade Ten			Grade Eleven			Grade Twelve		
Admin.	Percent Exact Agreement	Percent > 1 Score Point Different	Coefficient Kappa	Percent Exact Agreement	Percent > 1 Score Point Different	Coefficient Kappa	Percent Exact Agreement	Percent > 1 Score Point Different	Coefficient Kappa
Jul-12	n/a	n/a	n/a	n/a	n/a	n/a	81.8	0.2	0.54
Oct-12	n/a	n/a	n/a	75.9	0.3	0.56	77.8	0.3	0.58
Nov-12	n/a	n/a	n/a	77.2	0.3	0.59	79.0	0.2	0.61
Dec-12	n/a	n/a	n/a	76.3	0.3	0.47	84.8	0.0	0.54
Feb-13	68.1	0.7	0.53	83.1	0.1	0.66	84.2	0.2	0.65
Mar-13	69.4	0.5	0.49	84.3	0.1	0.59	85.6	0.1	0.65
May-13	75.4	0.4	0.66	82.1	0.1	0.63	85.1	0.1	0.50
All 2012–13	69.2	0.6	0.51	79.7	0.2	0.60	81.7	0.2	0.62

[1] Consistency is indicated by exact agreement rates and inconsistency by the percentage of scores differing by more than one point. The remaining percentage, scores differing by exactly one point, is not shown here.

Agreement rates were consistently high across grades and administrations/test forms, with weighted Kappa values ranging from about .49 to .66. Agreement rates were somewhat lower for grade ten students in the two main census administrations. The exact agreement rate was just slightly less than 70 percent; the rate of significant disagreement (more than one score point) was above .5 percent; and the Kappa value was barely above .50. It is likely that ETS had to bring in new scorers to handle the large volume of scoring of this administration.

Table 5.21 provides a comparison of agreement rates across years. Overall, the frequency of significant disagreements (more than one score point) at each grade level was slightly less in 2012–13 compared to 2011–12. The exact agreement rate for grade ten this year was 69.2 compared to 69.0 percent the last year. The exact agreement rate for grade eleven increased from 78.5 to 79.7 percent, and the agreement rate for grade twelve also increased, from 80.2 to 81.7 percent. Previously, we suggested targets of at least 70 percent exact agreement with no more than 0.5 percent disagreement by more than one score point. ETS came closer to meeting these targets in the 2012–13 testing year for the grade ten essays and exceeded them for the grade eleven and twelve essays. While agreement rates are generally acceptable, ETS may still wish to review their scorer training and monitoring processes to see if further improvements are possible.

Table 5.21. Essay Scoring Consistency Rates[1] from 2004–05 Through 2012–13

	Grade Ten			Grade Eleven			Grade Twelve		
Admin.	Percent Exact Agreement	Percent > 1 Score Point Different	Coefficient Kappa	Percent Exact Agreement	Percent > 1 Score Point Different	Coefficient Kappa	Percent Exact Agreement	Percent > 1 Score Point Different	Coefficient Kappa
All 2004–05	66.5	0.9	n/a	70.3	0.9	n/a	n/a	n/a	n/a
All 2005–06	66.9	0.7	n/a	73.5	0.4	n/a	73.6	0.4	n/a
All 2006–07	69.9	0.4	n/a	77.4	0.2	n/a	77.7	0.3	n/a
All 2007–08	67.2	0.9	n/a	76.8	0.4	n/a	77.9	0.4	n/a
All 2008–09	66.9	0.8	n/a	77.4	0.3	n/a	79.5	0.3	n/a
All 2009–10	66.6	0.8	n/a	77.1	0.2	n/a	80	0.2	n/a
All 2010–11	66.7	1.0	0.49	76.7	0.4	0.57	78.6	0.4	0.58
All 2011–12	69.0	0.7	0.52	78.5	0.3	0.59	80.2	0.2	0.61
All 2012–13	69.2	0.6	0.51	79.7	0.2	0.60	81.7	0.2	0.62

[1] Consistency is indicated by exact agreement rates and inconsistency by the percentage of scores differing by more than one point. The remaining percent, scores differing by exactly one point, is not shown here.

Tables 5.22 through 5.25 provide more detailed information on scores assigned by each of the two independent readers for grade ten students over each of the last four years respectively. Readers agreed perfectly 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. Agreement at the highest level was lower than at other levels. If the first reader assigned a score of 4, the second reader was most likely to assign a score of 3. Nearly all of the serious (more than 1 point) disagreements involved one reader assigning a score of 2 and the other a score of 4. The average ratings were similar, 2.4 for last year and 2.4 for this year, and the pattern of disagreement between independent readers was also very similar.

Table 5.22. Percentage of Grade Ten Essays Assigned Each Score Level by Each Reader in the February Through May 2010 Administrations

First Score	Second Score 0	1	2	3	4
0	**1.01**	0.00	0.00	0.00	0.00
1	0.00	**1.21**	0.77	0.01	0.00
2	0.00	0.75	**36.52**	12.19	0.38
3	0.00	0.01	12.13	**25.31**	3.43
4	0.00	0.00	0.39	3.35	**2.53**
Average score from first reader					2.5
Average score from second reader					2.5
Percent Exact Agreement (sum of diagonal elements)					66.6
Percent with differences of exactly one point					32.6
Percent with differences greater than one point					0.8

Note. Bolded numbers indicate perfect agreement between the two readers.

Table 5.23. Percentage of Grade Ten Essays Assigned Each Score Level by Each Reader in the February Through May 2011 Administrations

First Score	Second Score				
	0	1	2	3	4
0	**0.84**	0.00	0.00	0.00	0.00
1	0.00	**1.64**	1.05	0.02	0.00
2	0.00	1.03	**41.09**	11.94	0.49
3	0.00	0.02	12.02	**21.02**	3.06
4	0.00	0.01	0.50	3.20	**2.07**
Average score from first reader					2.4
Average score from second reader					2.4
Percent Exact Agreement (sum of diagonal elements)					66.7
Percent with differences of exactly one point					32.3
Percent with differences greater than one point					1.0

Note. Bolded numbers indicate perfect agreement between the two readers.

Table 5.24. Percentage of Grade Ten Essays Assigned Each Score Level by Each Reader in the February Through May 2012 Administrations

First Score	Second Score				
	0	1	2	3	4
0	**0.80**	0.00	0.00	0.00	0.00
1	0.00	**1.17**	0.69	0.01	0.00
2	0.00	0.69	**42.30**	11.65	0.35
3	0.00	0.01	11.52	**22.52**	2.89
4	0.00	0.00	0.33	2.92	**2.17**
Average score from first reader					2.4
Average score from second reader					2.4
Percent Exact Agreement (sum of diagonal elements)					69.0
Percent with differences of exactly one point					30.3
Percent with differences greater than one point					0.7

Note. Bolded numbers indicate perfect agreement between the two readers.

Table 5.25. Percentage of Grade Ten Essays Assigned Each Score Level by Each Reader in the February Through May 2013 Administrations

First Score	Second Score				
	0	1	2	3	4
0	**0.77**	0.00	0.00	0.00	0.00
1	0.00	**1.05**	0.59	0.01	0.00
2	0.00	0.57	**42.41**	12.16	0.28
3	0.00	0.01	12.07	**23.34**	2.38
4	0.00	0.00	0.29	2.45	**1.64**
Average score from first reader					2.43
Average score from second reader					2.43
Percent Exact Agreement (sum of diagonal elements)					69.2
Percent with differences of exactly one point					30.2
Percent with differences greater than one point					0.6

Note. Bolded numbers indicate perfect agreement between the two readers.

In summary, scoring consistency was improved compared to prior years and was generally acceptable. Nonetheless, ETS should review the training, qualification, and monitoring procedures used when new scorers are brought in to handle the large volume of essays in the two grade ten census administrations, so as to make scoring consistency more comparable across administrations.

A final point about the accuracy of the essay scores is that there is no way of directly estimating how much a student's score would vary across different essay prompts, since each student responds to only a single prompt. Prior analyses of similar tests (Wise, 2011) suggests that differences in student scores for different essay prompts could be significant. Currently, this facet is not addressed in assessing the accuracy of the overall ELA scores and the consistency in classifying students as meeting or not meeting the CAHSEE ELA requirement.

Assembling Comparable Forms

In prior years, HumRRO provided an independent verification of the procedures used by ETS for assembling test forms and equating scores across the different forms used each year. Since there were no significant changes to test assembly and form equating processes, there was no need to repeat this independent verification. As in prior years, however, we have continued to monitor the degree of consistency in the scoring tables used to map number correct scores for each test form onto the constant reporting scale.

Tables 5.26 and 5.27 show the scoring tables for each ELA and mathematics test form used this year. Key decision points, including CAHSEE passing levels and proficiency levels for school accountability use are italicized, footnoted, and shaded. The test forms do vary slightly by difficulty, but the number of correct responses to reach each of the decision points varies by only one or two across all of the forms. This indicates a high level of success in assembling test forms of approximately equal difficulty.

One other point about the scoring tables is that the expected score for students who guess on every question is higher than the minimum score of 275, particularly for mathematics. The mathematics test consists of 80 questions with four possible responses each. On average, students who guess randomly on each question will end up with correct answers for 20 of the questions and will earn a score ranging from 306 to 309. Guessing is less of a factor for ELA because it is not possible to guess on the essay, but guessing on each of the multiple choice questions will still yield a score above the minimum. Thus, caution is needed in interpreting differences among very low scores, as chance factors may account for such differences. Guessing is much less of an issue around the minimum scores required for passing (350) or for being classified as proficient (380).

Table 5.26. Raw-to-Scale Score Conversions for the 2012–13 ELA Tests

Raw Score	Scale Score							Raw Score	Scale Score						
	Jul 12	Oct 12	Nov 12	Dec 12	Feb 13	Mar 13	May 13		Jul 12	Oct 12	Nov 12	Dec 12	Feb 13	Mar 13	May 13
0-15	275	275	275	275	275	275	275	51	343	338	343	339	343	342	342
16	275	275	275	275	275	275	275	52	345	340	344	341	345	344	344
17	275	275	276	275	276	275	276	53	347	342	346	343	347	347	346
18	*276*[1]	*275*[1]	*278*[1]	*275*[1]	*278*[1]	*275*[1]	*278*[1]	54	349	344	348	345	349	349	348
19	278	276	281	275	280	278	280	55	*352*[2]	346	*351*[2]	347	*351*[2]	*351*[2]	*350*[2]
20	281	278	283	275	282	280	282	56	354	348	353	349	353	353	352
21	283	280	285	275	284	282	284	57	356	*350*[2]	355	*351*[2]	355	355	354
22	285	282	287	276	286	284	286	58	358	353	357	353	357	357	356
23	287	284	289	279	288	286	288	59	360	355	359	355	360	360	358
24	289	286	291	281	290	288	290	60	362	357	361	358	362	362	361
25	292	288	293	284	292	290	292	61	364	359	363	360	364	364	363
26	294	290	295	286	294	292	294	62	367	361	366	362	367	366	365
27	296	292	297	289	296	294	296	63	369	363	368	364	369	369	367
28	298	294	299	291	298	296	298	64	371	366	370	367	371	371	369
29	300	296	301	293	300	298	300	65	373	368	373	369	374	374	372
30	302	298	303	296	302	300	302	66	376	371	375	372	376	376	374
31	304	300	305	298	304	302	304	67	378	373	378	374	379	379	377
32	306	302	307	300	306	304	306	68	*381*[3]	376	*380*[3]	377	*382*[3]	*382*[3]	379
33	308	304	308	302	308	306	308	69	384	378	383	*380*[3]	385	385	*382*[3]
34	310	306	310	304	310	308	310	70	386	*381*[3]	386	382	387	387	384
35	312	308	312	306	312	310	312	71	389	384	388	385	390	390	387
36	314	310	314	309	314	312	314	72	392	386	391	388	393	394	390
37	316	312	316	311	315	314	316	73	395	389	394	391	397	397	393
38	318	313	318	313	317	316	317	74	398	392	398	395.	400	400	396
39	320	315	320	315	319	318	319	75	401	396	401	398	403	404	399
40	322	317	322	317	321	320	321	76	405	399	404	402	407	407	403
41	324	319	323	319	323	322	323	77	408	403	408	407	411	412	406
42	326	321	325	321	325	324	325	78	412	406	412	412	415	416	410
43	328	323	327	323	327	326	327	79	416	411	416	417	420	420	414
44	330	325	329	325	329	328	329	80	419	415	420	422	425	425	419
45	332	327	331	327	331	330	331	81	425	419	425	427	430	431	423
46	334	329	333	329	333	332	333	82	431	424	430	.432	436	437	428
47	336	331	335	331	335	334	335	83	437	430	435	437	442	443	434
48	338	333	337	333	337	336	336	84	443	436	442	442	448	450	440
49	340	335	339	335	339	338	338	85	449	443	448	447	449	450	447
50	341	336	341	337	341	340	340	86-90	450	450	450	450	450	450	450

[1] Expected scores from guessing alone (chance).
[2] Minimum scores required for passing the diploma requirement.
[3] Proficiency cut scores for purposes of school accountability.

Table 5.27. Raw-to-Scale Score Conversions for the 2012–13 Mathematics Tests

Raw Score	Scale Score							Raw Score	Scale Score						
	Jul 12	Oct 12	Nov 12	Dec 12	Feb 13	Mar 13	May 13		Jul 12	Oct 12	Nov 12	Dec 12	Feb 13	Mar 13	May 13
0-8	275	275	275	275	275	275	275	43	349	352	349	352	352	*351*[2]	353
9	275	276	275	276	275	275	277	44	*351*[2]	354	*351*[2]	354	354	353	354
10	276	280	277	279	278	277	281	45	353	355	352	356	355	355	356
11	280	284	281	283	282	281	284	46	355	357	354	357	357	356	358
12	283	287	284	286	285	284	288	47	356	359	356	359	359	358	360
13	287	290	287	289	288	288	291	48	358	361	358	361	361	360	361
14	290	293	290	292	291	291	294	49	360	363	359	363	363	362	363
15	293	296	293	295	294	294	297	50	362	364	361	365	365	364	365
16	295	299	296	298	297	296	300	51	364	366	363	367	367	366	367
17	298	301	298	301	300	299	302	52	366	368	365	369	369	368	369
18	301	304	301	303	302	302	305	53	368	370	367	371	371	370	371
19	303	306	303	306	305	304	307	54	370	372	369	373	373	372	373
20	*305*[1]	*309*[1]	*306*[1]	*308*[1]	*307*[1]	*306*[1]	*309*[1]	55	372	374	371	375	375	374	375
21	308	311	308	310	309	309	312	56	374	376	373	377	377	376	377
22	310	313	310	313	312	311	314	57	376	378	375	379	379	378	379
23	312	315	312	315	314	313	316	58	378	*380*[3]	377	*381*[3]	*381*[3]	*380*[3]	*381*[3]
24	314	317	314	317	316	315	318	59	*380*[3]	382	379	383	383	382	383
25	316	319	316	319	318	317	320	60	382	385	*381*[3]	385	386	385	385
26	318	321	318	321	320	319	322	61	385	387	384	388	388	387	388
27	320	323	320	323	322	321	324	62	387	389	386	390	390	390	390
28	322	325	322	325	324	323	326	63	390	392	389	393	393	392	393
29	324	327	324	327	326	325	328	64	392	395	391	395	396	395	395
30	326	329	326	329	328	327	330	65	395	397	394	398	398	398	398
31	328	331	328	331	330	329	331	66	398	400	397	401	401	400	401
32	330	333	330	332	332	331	333	67	401	403	400	404	404	404	404
33	332	334	331	334	334	333	335	68	404	406	403	407	408	407	407
34	333	336	333	336	336	335	337	69	407	410	406	411	411	410	411
35	335	338	335	338	337	336	339	70	411	414	410	414	415	414	414
36	337	340	337	340	339	338	340	71	415	418	414	418	419	418	418
37	339	341	338	341	341	340	342	72	419	422	418	423	423	423	423
38	341	343	340	343	343	342	344	73	424	427	423	428	428	428	428
39	342	345	342	345	345	344	346	74	430	432	429	433	434	433	433
40	344	347	344	347	346	345	347	75	436	439	435	440	441	440	440
41	346	348	345	349	348	347	349	76	444	447	443	448	448	448	447
42	348	*350*[2]	347	*350*[2]	*350*[2]	349	*351*[2]	77-80	450	450	450	450	450	450	450

[1] Expected scores from guessing alone (chance).
[2] Minimum score (350 or more) required for passing the diploma requirement.
[3] Proficiency cut scores for purposes of school accountability.

Summary of CAHSEE Test Quality Review

This year's review examined three main aspects of CAHSEE test quality: (1) test contractor conformance to testing industry standards regarding differential item functioning (DIF), (2) school site adherence to established standardized test administration policies and procedures, and (3) consistency in essay scoring and test form scoring decision points.

With regard to items flagged for DIF, the processes ETS implements (when fully funded) are appropriate practices and in accordance with the criteria established for the CAHSEE program. HumRRO's analysis of CAHSEE field test items flagged for DIF found little change over time in rates of significant DIF, and the quality of operational items appears to have improved over time. In addition, we found that overall DIF was not a particular problem for any one subgroup for ELA or mathematics field test or operational items. Although a small percentage of repeat operational items flagged with significant DIF were used a second and third time, we assume any items flagged for DIF after field test procedures were reviewed by experts and determined acceptable for operational use, based on established CAHSEE procedures. The higher percentage of writing application field test items demonstrating DIF (over 47 percent) was potentially explained by small sample sizes and the lack of motivation of the students who take the essay field test. This issue and the lower percentage of externally reviewed essay items that were accepted in November 2012 (69%) emphasizes the importance of the external DIF review meetings and indicates that outcomes from the external review could be used by ETS to inform future essay prompt development so as avoid o known sources of linguistic and content bias.

With regard to test administration observations, we observed that they were generally conducted in accordance with standard procedures. We found, however, that LEAs and schools need additional guidance regarding the use of glossaries for English learners. HumRRO also recommends that CDE consider providing an appropriate CAHSEE glossary to be translated from English into the primary languages of EL students for statewide use. As in prior reports, we found that some LEAs establish a policy for grade ten SWD to take the CAHSEE without any accommodations or modifications, rather than engaging the IEP decision-making team in the test preparation process to ensure the examiners offer all appropriate accommodations and modifications (in terms of test materials, facilities, and proctoring). We suggest ETS and CDE review and, as appropriate, strengthen procedures for post-administration inventorying of test materials to reduce potential security breaches, and we recommend ETS and CDE develop standardized protocols for handling late students and dealing with student cell phones.

HumRRO identified a number of situations that were not in conformance with the policies and procedures stated in the *Directions for Administration* manuals and made specific suggestions about test administration operations, logistics, and security. The recommendations for LEAs and schools essentially emphasize the need to provide adequate training to test site coordinators and examiners regarding critical administration procedures and protocols, such as appropriate student/proctor ratios,

consistent reading of the script and session timing, and proper handling of suspected cheating.

With regard to scoring consistency, we found improvement in essay scoring compared to prior years and note that consistency rates were generally acceptable. Nonetheless, ETS should review the training, qualification, and monitoring procedures used when new scorers are brought in to handle the large volume of essays in the two grade ten census administrations, so as to make scoring consistency more comparable across administrations. Our analysis of the raw-to-scale score conversion tables for test forms used this year reveal slight variations, but the number of correct responses to reach each of the decision points (diploma requirement and proficiency) varies by only one or two across all of the forms. This indicates a high level of success in assembling test forms of approximately equal difficulty.

Alignment Review of CAHSEE Items to Common Core State Standards

This alignment review section differs from the rest of this chapter's report on our 2012–13 review of CAHSEE test quality and is distinct from our prior years' independent study of content alignment of the CAHSEE in an important way. The CAHSEE contractor's (ETS's) alignment activity was conducted to help evaluate CAHSEE items for potential use in the transition to the state's new assessment system and to help inform future policy about the exit examination graduation requirement. The specific outcomes of the alignment review are therefore not directly related to the development, administration, or scoring of the current CAHSEE testing program.

HumRRO originally planned to conduct two independent studies of content alignment of the CAHSEE during this contract. The 2013 content alignment would have reviewed the March 2013 ELA and mathematics tests against their respective content specifications as well as review items for adherence to universal design principles. We conducted the first alignment workshop for this contract in the spring of 2011, and we found generally good alignment, as in prior years, and many instances of fidelity to universal design considerations. Since that time, the test specifications have not been changed and test development processes were curtailed in 2012–13 in light of the transitioning statewide assessment program. California Department of Education (CDE) and HumRRO agreed that conducting another such alignment study of existing CAHSEE items with "old" content standards, which are being replaced by implementation of the Common Core State Standards (CCSS) for ELA and mathematics, would be of limited value.

HumRRO therefore conducted observations for the purpose of evaluating ETS's item review workshops to determine the alignment of CAHSEE ELA and mathematics items to the Common Core State Standards (CCSS).

Observation of Alignment Review Sessions

HumRRO staff attended the first two days of each CAHSEE alignment review held at ETS offices in Sacramento on June 17–20 and August 12-15, 2013. The

purpose of the meetings was to examine the degree that CAHSEE items align with similar grade level CCSS. While at the time of the meetings it was uncertain what changes might occur to CAHSEE as California adopts the CCSS and transitions its assessments in conjunction with the Smarter Balanced Assessment Consortia, the CDE and ETS determined that findings from this basic alignment could expedite any possible repurposing of CAHSEE multiple-choice items if and once any legislation is passed.

In recruiting subject matter experts, ETS solicited educators from its sizable pool of previously recommended personnel from sources such as departments within CDE, CAHSEE coordinators, superintendents, other district or school contacts, and past participants. ETS requested online applications from these individuals, collecting information about their employment as a high school ELA or mathematics teacher, knowledge and experience with the CAHSEE program, knowledge and experience with CCSS, credentials, degrees, ethnicity, and languages spoken, as well as their teaching experience with English learners, students with diverse socioeconomic and cultural backgrounds, and SWD. ETS screened 152 applicants to form a diverse group of 39 educators (20-25 per meeting) that was representative of the state as a whole (geographically, demographically, and in terms of experience and other variables). Of the June participants, more than half had participated in other types of ETS CAHSEE item reviews, and about two-thirds of the August participants had such experience. Eight participants joined both the June and August meetings. CDE provided final approval of all participants.

ETS staff prepared for the meeting by creating a crosswalk that aligned each of the appropriate 1997 California State Standards for ELA and mathematics that are currently associated with CAHSEE items with one Common Core (CC) standard. After CDE approved the crosswalk, ETS staff created an automated process that used the crosswalk to query the database of CAHSEE items. This process preliminarily identified roughly 16,000 of the 22,000 CAHSEE items as possible items that could link to CCSS. Several California State standards did not align to the CCSS so not all items could generate an initial link. The next step was for expert panelists at the June and August meetings to indicate the degree to which each item was aligned to the linked standard.

Under the direction of the ETS CAHSEE Project Director and ETS Test Development Team Lead, four ETS Assessment Specialists provided facilitation of four groups of subject matter experts (two ELA and two mathematics groups) as they reviewed independently and discussed items to reach consensus on a categorical scale of yes, no, and partial alignment. Two CDE staff attended portions of the meeting.

ETS selected items to be reviewed so that more recently developed items were prioritized for alignment evaluation. While not all the items were expected to be aligned at the conclusion of the August 2013 session, the goal of ETS is eventually to align the entire item pool that had initial links to the CCSS. During the June meeting days observed, the ELA and mathematics groups reviewed a combined total of approximately 2,400 of the items that had been linked using the automated process, with an estimated 4,000 items to be reviewed by the end of the session. All ELA and most mathematics

items came from the 2012 and 2013 item pools. At the August meeting, approximately 3,000 ELA items and 3,600 mathematics items were to be reviewed by the panelists over the four day meeting. While most items were culled from the 2012 and 2013 item pools, ETS staff indicated that they may have pulled items from the 2011 pool as well. At both meetings, some released items were reviewed.

Security. ETS collected signed security agreements from all participants prior to distributing the binders of confidential test materials. The facilitators used an inventory sheet to document the sign-in and sign-out of binders. ETS staff emphasized the criticality of maintaining security of item content, both before and during review sessions. As a precaution, ETS prohibited electronic device use (e.g., cell phones and laptops) in the conference rooms where the materials were kept.

Training of Item Alignment Reviewers. ETS presented a general orientation to all expert panelists, which included an overview of the CAHSEE, an overview of the CCSS, roles of participants, item alignment rating categories (yes, no, and partial alignment), and general guidelines for content experts' review of items (e.g., possible group recommendations and record keeping). During the August training, "partial alignment" was explained as a way to note uncertainty about item alignment. Though difficult to define and describe, partial alignment was important to capture because the future of the CAHSEE was still undetermined. ETS also explained that partially aligned items would not be used in any way until their alignment had been investigated further.

After the orientation, reviewers split into two groups specific to their subject area expertise for 25 minutes of further training. HumRRO observed the mathematics group training in June. The ETS facilitators provided a handout with examples of items with alignment categorization decisions already determined. As the panelists read each item, ETS facilitators explained the various labels on the item (e.g., item number) and the rationale for why the items were selected as good examples of each of the item alignment categories. In the panelists' item binders, each item was presented with its California State Standard and ETS linked CC standard. The items in the mathematics binders for each pair of content groups were split evenly within each CC standard and ordered by CC standard. Depth of knowledge (DOK) level was included on each item for background information but was described by ETS as not related to the crosswalk and therefore not a critical element of the alignment. The ETS facilitators instructed the participants how to independently rate each item and comment on the items on a worksheet before discussing the items within their groups. ETS emphasized that even though the standards may be in alignment, some or many CAHSEE items may not align to the CC standards. Moreover, the standards needed to align to the exact grade level (e.g. a CAHSEE item written to a seventh grade California state standard to a seventh grade CC standard) to be considered in full alignment. While grade alignment was needed in order for the ETS facilitator to consider an item in "full alignment," the facilitators did note whether the item still matched with the CC standard. It was expected that more thought would be given to this issue at a later time because the CAHSEE draws on California content standards from grades 6–10.

HumRRO observed the ELA group training in August, and the facilitator first asked which panelists had not participated in the June alignment meeting. ETS led a "binder walk" in which the contents of the item binders were explained. The facilitator expanded on the discussion of partial alignment at this time, indicating that because there was no good way to describe partial alignment, the panelists would have to come up with their own definitions. Because of this level of subjectivity, it was stressed by the facilitator that providing comments along with ratings was very important. For ELA, the items were largely ordered by passage. Because all items associated with a passage were included in the item binder, there were some items that had no CC standard linkage so the corresponding field in the binder was either blank or contained the phrase "Does Not Align." The panelists were instructed to skip these items. Panelists were also instructed to focus on the item stems and told they did not need to read the passages associated with the items. The facilitator provided the panelists with a document entitled "Global Notes from Alignment Meetings." This document contained a number of decisions from the June meeting regarding interpretation of the standards. The Global Notes document was described as a "living document" that could be edited or amended as new decisions were made.

After the subject-specific training, the groups were further subdivided into two smaller groups of six to seven members each to review the items.

Facilitating Alignment Decisions. HumRRO observers monitored the ELA and mathematics groups during review of items. The item review process generally followed these steps:

1. ETS facilitators directed reviewers to independently read through a subset of items in the binder, make draft categorizations of each item as they read (as aligned, partially aligned, or not aligned), and make comments to explain unusual issues on a worksheet. Reviewers were encouraged to focus on the alignment to the specific CC standard (not the Domain) of the item. Domain was defined as the largest CC standard grouping category within each content type (e.g., The Number System and Geometry).

2. Once all reviewers had completed their alignment categorizations, ETS staff led the group through that subset of items one by one to attempt to reach consensus on the alignment decisions. During this discussion process, reviewers often changed their decisions.

3. Reviewers moved to the next item when (a) all reviewers had the same initial alignment categorization or (b) had finished discussing their ideas regarding differences in perceived alignment.

4. Alignment decisions were recorded in two locations: by ETS in its master binder and by each subject matter expert on worksheets. ETS tallied the number of dissenting votes for alignment decisions when the group could not come to a full consensus.

ETS indicated that comments written by reviewers would be saved for potential future reference by ETS should the CAHSEE items be used for any additional CCSS work. Binders of materials would be destroyed.

HumRRO observed some variability in the August meeting both within and across groups in terms of how panelists used DOK to make rating decisions and how they kept track of their ratings. In general, when DOK was mentioned, it was used as a sort of tie-breaker to help reach consensus. When recording ratings, some panelists kept their original rating on their rating form, even if it differed from the final consensus rating. In other cases, panelists were observed changing their initial rating to match the consensus rating. In yet other cases, panelists wrote a rating in their item binder and only used the rating form to indicate the final consensus rating. There had been no clear training on the correct way to enter item ratings.

In the mathematics group observed in June, participants reviewed items one by one, considering both CC domain and standard. The group came to full consensus on a large number of items. The Statistics and Probability domain was the only area where the pace of the review slowed for additional discussion. While the group still made alignment decisions regardless of grade level match, they found many of the aligned standards were off grade level. In most of these cases, the CC standard addressed the content at an earlier grade than the California content standard. Decisions regarding how to address these grade level discrepancies (for items that still address grades level content assessed by CAHSEE) will need to be made in the future. Reviewers had difficulty determining how literally they should read the CC standards when reviewing for item alignment. For example, one CC standard reads: *Display numerical data in plots on a number line including dot plots, histograms, and box plots.* The reviewers were not sure how to categorize the alignment of several items initially aligned to this CC standard that requires students to interpret such data (but not display it).

In the mathematics group observed in August, it was determined in some cases that the wrong CC standard had been matched to the California standard in the crosswalk. In such cases, the group would determine that none of the items were aligned to the designated CC standard but would include comments that the items would be aligned to a different CC standard. In both math groups observed, individuals mentioned that they might consider an item partially aligned; however, no consensus ratings of ‘Partial Alignment’ were observed in any group.

In the ELA group observed in June, each batch of items presented several standards grouped by the associated passage. The reviewers struggled with how literal or exact a match needed to be in order to consider an item aligned. During the observation the group did not need to apply the “partial” category to any items, and it rarely came up in discussion as an option. Only “yes” and “no” decisions were made. In several instances, items in the ELA group that were deemed a “yes” stretched the scope of the CC standard to make the link. For example, one Literature CC standard calls for the analysis of complex characters. In several cases, labeling characters in the texts of many of the CAHSEE items as “complex” was difficult for reviewers but they made the link anyway. The reviewers had longer debates in instances like these where

all but one word of the CC standard matched the item. Because similar types of issues continued to be raised, the facilitator kept a running list of decisions made so that the review process could be consistent across items. As new decisions occurred, the ELA facilitators updated each other so that both groups reviewed items using the same decision framework. As described earlier in this section, the process decisions were summarized in a Global Notes document later used at the August meeting. The Global Notes included the following clarifying instructions:

- Text genre does need to factor into alignment decisions.
    - If the CC standard calls for two passages to be read, items can be marked "Yes" if one of the two passages is the correct genre called for in the CCSS.
    - Informational text can include primary documents.
- Standards that test more than one passage require CAHSEE items to include more than one passage to be considered for alignment.
- When the introductory text of the standard begins with: "With guidance and support from peers…." and "Produce clear and coherent writing," items could be marked "Yes" if alignment occurred with the exception of this text.
- If the CC standard contains multiple parts separated by semicolons, items only needed to address one part of the standard to be considered aligned.

In the ELA group observed in August, the facilitator directed panelists to base alignment decisions on the item only, particularly the item stem, and to omit making any interpretation relative to the passage. This was not observed in the June meeting. During the initial rating of items in August, when one panelist disagreed with others in the group and referred to the characteristics of the passage to explain the reasoning for the alignment decision, the rest of the group reminded this panelist that ratings were supposed to be based on the item only, but the facilitator did encourage the panelist to provide comments. In both ELA groups, some raters continued to use passages and distractors to make decisions about items (as evidenced by their discussion points), while other panelists indicated that they were focusing on the item stem only. There was no observation of a partial alignment rating being used by any individual or group.

Evaluation of Alignment Sessions

Of the approximately 22,000 ELA and mathematics items in the entire CAHSEE item bank, only about 16,000 (73 percent) were associated with California content standards that could be cross-walked to Common Core State Standards, according to ETS. The summary outcomes of review meetings held to evaluate items for alignment at the item-to-CCSS level are not yet available; however, HumRRO observed that approximately half or more of the reviewed items were judged not aligned in each test, and a number of mathematics items judged to align to a CC standard addressed the content at an earlier grade than the California content standard did.

HumRRO cautions CDE to consider the alignment meeting outcomes carefully. The future of the CAHSEE is uncertain, and California stakeholders surely vary in their

opinions about the purpose, meaning, and usefulness of a high school exit assessment and whether or not the CAHSEE should continue or a new assessment should be administered in California schools. Because of the political nature of assessment, it is important that procedures used to evaluate assessments be clearly defined and implemented with fidelity.

The workshops ETS conducted to evaluate CAHSEE item alignment with the CCSS followed in some general ways the alignment methodology of Norman Webb but deviated in other ways, in part because individual items in an item pool, and not an intact test form, were being evaluated. When test forms are being evaluated for alignment to content standards, the Webb methodology calls for rating the content standards themselves for depth of knowledge (DOK). The ETS alignment considered DOK at the item level only. Additionally, CDE will need to consider how the grade level issue will be addressed, because some CAHSEE items were found to align with a CCSS, but at a lower grade level than the corresponding California state standard.

Overall, the alignment review sessions observed were very well facilitated and professionally conducted. ETS guided the expert panelists through the ratings process efficiently and facilitated discussions in a manner that encouraged all content experts to participate. The facilitators' attention to staying neutral in the discussions was particularly impressive. They encouraged the reviewers to not "force" alignment categorization choices. Security of all test materials was tightly controlled. Though the time needed to complete the number of items selected for the June meeting was overestimated, the number of items expected to be reviewed had been based on a similar, recent alignment review of CST items. That review involved longer discussions and the task was much slower. The increase in number of items reviewed at the August meeting still left ample time for breaks and early dismissals each day.

HumRRO observed ETS staff using several techniques that were effective in guiding panelists in evaluating item alignment:

- ETS staff members encouraged reviewers to explain the rationale behind reviewers' decisions and discuss these decisions with others.
- Frequently, after several differing opinions had been voiced as to the alignment of an item, ETS staff members summarized the opinions and asked those who hadn't yet contributed to help resolve the disagreement.
- ETS staff members updated their groups on decisions made on how to categorize items from their partner content group to prevent both groups from systematically reviewing items in a different manner.

Listed below are recommendations for ETS relevant to process improvement and quality assurance that emerged from our observations of the alignment review sessions:

Recommendation one: Spend additional time in subject-area specific training.

One area for additional training would be to review examples of individual CC standards, to yield greater understanding of the context of each standard within the CC. Passing out copies of the CCSS could also contribute to this understanding. Another area to expand training could address how panelists should record ratings and comments on their rating sheets and how panelists should use different types of information to make alignment decisions (e.g., ELA item stems only vs. stems, distractors, and passages; DOK).

Recommendation two: Reliably capture and analyze individual panelist data.

Because panelists varied in how they recorded their original ratings and final ratings, item rating sheets are unlikely to provide a reliable source of information for analysis. We recommend analyzing individual alignment ratings for several reasons: (a) to allow evaluation of the extent to which experts differed in their initial judgments about items, (b) to determine how many individual raters disagreed with final consensus ratings, and (c) to identify any unusual response patterns from individual raters. The analysis of individual ratings provides information about the strength of support for the consensus ratings as well as evidence for justifying decisions about the items about individual item ratings. One possible approach to reliably capturing panelist data is to use electronic rather than paper-based rating sheets. New platforms such as Google Docs provide a resource for panelist data to be captured on a common spreadsheet that can be monitored in real time by a facilitator to ensure that initial item ratings are not being changed.

Recommendation three: Ensure panelists have the opportunity to identify an alternate CC standard if an item aligns well to it.

Because the ETS alignment approach relied upon its crosswalk between two sets of standards, two potential scenarios could impact alignment outcomes:

1. The California standard and the CC standard may be correctly linked, but because an item's alignment to the California standard is weak, the item is identified as 'Not Aligned.'

2. The match between the California standard and the CC standard is weak, and items linked to that CC standard are discarded. In both cases, the item may be well-aligned to a different CC standard that had not been identified by the crosswalk.

Recommendation four: Ensure panelists are given consistent guidance for making ELA item alignment ratings.

Evaluating passage-based items without referring to the passage is problematic. To offer a simple example, suppose an item stem reads as follows: "The tree in the story was…." The appropriate standard for this item stem would vary

depending on how the tree was presented in the passage (e.g., literally vs. figuratively). HumRRO did not hear the guidance against reading passages given in June, but it was part of the instructions to panelists in August, perhaps to facilitate getting through a larger item pool. While it was clear that some panelists did consult the passages to make their ratings, other panelists took the ETS instructions to heart and frequently reminded other panelists that the focus was supposed to be on the item stem only. Though we cannot determine how this pattern affected consensus ratings, it is possible that consistent review of passages by all panelists may have resulted in different consensus ratings.

Chapter 6: Trends in Educational Achievement and Persistence During the CAHSEE Era

D. E. (Sunny) Becker and Michele H. Hardoin

Introduction

The CAHSEE examination is used to satisfy both Elementary and Secondary Education Act (ESEA) requirements and statewide high school graduation requirements. Therefore, it is a high-stakes examination for both students and school staff that could have profound effects on the education system as a whole.

While other chapters in this report address direct characteristics and results of the CAHSEE program, this chapter explores a broader view of the educational environment in California, examining factors such as dropout rates, graduation rates, and college preparation. We look at year-by-year trends to reveal changes over time. While we cannot attribute any of the trends cited to CAHSEE alone, the trends reflect the presence of the CAHSEE as a significant determinant of educational policies and practices.

As in previous annual evaluation reports, we have gathered data from publicly available sources to inform this chapter. The primary source is the California Basic Educational Data System (CBEDS), a California Department of Education (CDE) online data system that historically was compiled from summary data provided to the CDE by district and county offices. The CDE recently implemented a new data collection system, the California Longitudinal Pupil Achievement Data System (CALPADS), with the potential to expand and improve available data. The CALPADS system aggregates data from a student-level database. The CALPADs design of retaining student-level data offers several analytic advantages. However, for the purposes of this evaluation, some of the related changes limit comparison of trends over time. The reader is referred to previous evaluation reports (Becker et al., 2012a; Becker et al., 2012b) to see our best comparisons of trends over time. In this report we limit our analyses to the CALPADS-based data, now available for three consecutive years.

The analyses in this chapter are constrained to meaningful trend lines. When data are not comparable from one year to the next, due to definitional or data collection changes, we truncate trend lines to limit the information to meaningful comparisons. While the other chapters in this report reflect data through the 2012–13 school year, many of the sources of information in this chapter lag at least a year behind. For example, graduation and dropout rates in this 2013 report reflect trends through the 2011–12 school year.

In the following sections, we look at outcomes for high school cohorts. We then look more carefully at graduation rates, dropout rates and other indicators of students who leave high school prematurely, indicators of achievement by college-bound students, such as SAT (formerly Scholastic Aptitude Test) and ACT (formerly American

College Testing) participation and scores, as well as shifts in participation and success rates in Advanced Placement (AP) examinations.

Trends in Cohort Outcomes

The current CBEDS system provides a summary of outcomes for each graduating class, referred to as the "Four-year Adjusted Cohort." Outcomes include cohort graduation rate, cohort dropout rate, rate of special education students completing, percentage of students still enrolled, and percentage of students completing a GED. Figure 6.1 provides the official CDE explanation of the Four-year Adjusted Cohort

Table 6.1 provides the cohort outcome results, including the numbers and percentages of students, for the Class of 2012. Results are disaggregated by racial/ethnic category and other demographic groups (i.e., English learners [EL], migrant education,[13] special education, and socioeconomically disadvantaged students). Inspection of Table 6.1 reveals that 78.5 percent of students in the Class of 2012 graduated, 13.2 percent dropped out, 7.5 percent are still enrolled, and 0.2 percent earned a California High School Equivalency Certificate by passing the General Educational Development Test (GED) ® in lieu of graduation. We note that each row totals to 100 percent. Our previous annual evaluation reports pointed out that the historical calculations of these rates left some students unaccounted for; we attribute this complete accounting to the new CALPADS system.

Table 6.1 also indicates that 2,520 students opted against reporting their race/ethnicity. This represents only 0.5 percent of the total student population and will be omitted from subsequent tables that disaggregate students by race/ethnicity.

[13] Previous HumRRO evaluation reports have not reported students in migrant education as a separate demographic group. The inclusion of this group among CDE's cohorts provides a window into performance of these students. Some programs for migrant students are developed by migrant educational regional offices and others are administered statewide. Statewide services are managed by the CDE Migrant Education Office and include the Migrant Education Program's (MEP) State Service Delivery Plan (SSDP), the Migrant State Parent Advisory Panel (SPAC), the Migrant Student Information Network (MSIN), the School Readiness Program, and the Statewide Student Leadership Institute. In addition, the Mini-Corps Program offers tutoring from college students with a migrant family background and the Portable Assisted Study Sequence (PASS) assists high school students to receive credits toward graduation.

1. Definitions Used in Producing Cohort Outcome Data

The definitions and business rules used to develop the Four-year Adjusted Cohort and to calculate the graduation rate are sourced from the U.S. Department of Education's *High School Graduation Rate - Non-regulatory Guidance, December 22, 2008* (*http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf*).

1.4. Adjusted Cohort

The Four-year Adjusted Cohort forms the basis for calculating graduation rates, dropout rates, and other related rates. The cohort is the group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The Four-year Adjusted Cohort includes students who enter ninth grade for the first time in the initial year of the four years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade nine (year 1), grade 10 (year 2), grade 11 (year 3) , and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the four-year period.

Students who drop out during the four-year period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

Students are removed from the cohort when the last exit for that student includes any of the following student school exit category codes:

Exit Code	Description
E130	Died
T180	Transfer to a private school
T200	Transfer to a school outside of California
T240	Transfer out of the U.S
T260	Transfer to an adult education program
T280	Transfer to college
T310	Transfer to a health facility
T370	Transfer to an institution with a high school diploma program
T460	Transfer to home school program
T470	No show other (first time pre-register and did not show)

The following types of student school exit transfer category codes may be used to remove a student from a school- or district-level cohort: (T160) Transfer to CA school regular; (T165) Transfer to CA school, disciplinary; (T167) Transfer to CA school, referral, or (E230) (480 exit completion code) promoted/matriculated. When a subsequent enrollment is found for any of T160, T165, T167, E230-480 the student will be removed from the district- and school-level cohort. When a subsequent enrollment is not found and the last exit is any of T160, T165, T167, or E230-480, the student record remains in the cohort and is treated as a "lost transfer" dropout.

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (retrieved on July 29, 2013).

Figure 6.1. CDE definition of Four-year Adjusted Cohort.

Table 6.1. Cohort Outcome Data for Class of 2012

Cohort Group	Cohort Students	Cohort Graduates		Cohort Dropouts		Cohort Special Ed Completers		Cohort Still Enrolled		Cohort GED Completer		Total of All Rates
	Number	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	
All Students	502,856	394,648	78.5%	66,523	13.2%	2,777	0.6%	37,761	7.5%	1,147	0.2%	100%
Hispanic or Latino of Any Race	244,638	179,093	73.2%	39,701	16.2%	1,351	0.6%	23,955	9.8%	538	0.2%	100%
American Indian or Alaska Native, Not Hispanic	4,007	2,899	72.4%	742	18.5%	24	0.6%	325	8.1%	17	0.4%	100%
Asian, Not Hispanic	44,776	40,751	91.0%	2,504	5.6%	152	0.3%	1,319	2.9%	50	0.1%	100%
Pacific Islander, Not Hispanic	3,200	2,459	76.8%	507	15.8%	20	0.6%	203	6.3%	11	0.3%	100%
Filipino, Not Hispanic	13,758	12,469	90.6%	745	5.4%	70	0.5%	458	3.3%	16	0.1%	100%
African American, Not Hispanic	39,196	25,738	65.7%	8,709	22.2%	364	0.9%	4,266	10.9%	119	0.3%	100%
White, Not Hispanic	143,066	123,659	86.4%	12,030	8.4%	742	0.5%	6,272	4.4%	363	0.3%	100%
Two or More Races, Not Hispanic	7,695	6,484	84.3%	746	9.7%	45	0.6%	393	5.1%	27	0.4%	100%
Race/Ethnicity Not Reported	2,520	1,096	43.5%	839	33.3%	*	0.4%	570	22.6%	*	0.2%	100%
English Learners	100,310	61,744	61.6%	23,777	23.7%	1,026	1.0%	13,553	13.5%	210	0.2%	100%
Migrant Education	12,069	8,968	74.3%	1,978	16.4%	75	0.6%	1,024	8.5%	24	0.2%	100%
Special Education	57,144	34,718	60.8%	9,823	17.2%	2,662	4.7%	9,818	17.2%	123	0.2%	100%
Socioeconomically Disadvantaged	326,985	237,830	72.7%	53,568	16.4%	2,065	0.6%	32,644	10.0%	878	0.3%	100%

Calculations based on the Four-year Adjusted Cohort were implemented beginning with the Class of 2010. At the time of this report, the results in Table 6.1 were available for the Classes of 2010 through 2012. Table 6.2 simplifies the presentation of information from Table 6.1 to include only rates, and provides the rates of each outcome for each graduating class.

Table 6.2. Four-year Adjusted Cohort Outcome Data Rates for Classes of 2010 Through 2012

Demographic Group	Graduating Class	Cohort Graduation Rate	Cohort Dropouts Rate	Cohort Special Ed Completers Rate	Cohort Still Enrolled Rate	Cohort GED Completer Rate
All Students	2012	78.5%	13.2%	0.6%	7.5%	0.2%
	2011	77.1%	14.7%	0.5%	7.4%	0.3%
	2010	74.7%	16.6%	0.4%	7.9%	0.4%
Hispanic or Latino of Any Race	2012	73.2%	16.2%	0.6%	9.8%	0.2%
	2011	71.4%	18.3%	0.5%	9.6%	0.2%
	2010	68.1%	20.8%	0.4%	10.3%	0.4%
American Indian or Alaska Native, Not Hispanic	2012	72.4%	18.5%	0.6%	8.1%	0.4%
	2011	68.5%	21.4%	0.6%	9.1%	0.4%
	2010	67.3%	22.1%	0.8%	9.5%	0.4%
Asian, Not Hispanic	2012	91.0%	5.6%	0.3%	2.9%	0.1%
	2011	90.3%	6.0%	0.3%	3.2%	0.1%
	2010	89.0%	7.2%	0.2%	3.4%	0.1%
Pacific Islander, Not Hispanic	2012	76.8%	15.8%	0.6%	6.3%	0.3%
	2011	74.9%	17.7%	0.2%	7.0%	0.1%
	2010	72.3%	19.6%	0.4%	7.1%	0.5%
Filipino, Not Hispanic	2012	90.6%	5.4%	0.5%	3.3%	0.1%
	2011	89.9%	6.4%	0.4%	3.3%	0.1%
	2010	87.4%	7.8%	0.4%	4.2%	0.2%
African American, Not Hispanic	2012	65.7%	22.2%	0.9%	10.9%	0.3%
	2011	62.8%	25.3%	0.8%	10.7%	0.3%
	2010	60.5%	26.7%	0.7%	11.5%	0.5%
White, Not Hispanic	2012	86.4%	8.4%	0.5%	4.4%	0.3%
	2011	85.7%	8.9%	0.5%	4.7%	0.3%
	2010	83.5%	10.7%	0.4%	4.9%	0.4%
Two or More Races, Not Hispanic	2012	84.3%	9.7%	0.6%	5.1%	0.4%
	2011	81.9%	11.1%	0.4%	6.1%	0.5%
	2010	82.8%	10.1%	0.3%	6.4%	0.3%
English Learners	2012	61.6%	23.7%	1.0%	13.5%	0.2%
	2011	61.5%	24.8%	0.7%	12.8%	0.2%
	2010	56.4%	29.0%	0.7%	13.6%	0.3%
Migrant Education	2012	74.3%	16.4%	0.6%	8.5%	0.2%
	2011	73.0%	17.4%	0.5%	8.7%	0.3%
	2010	71.1%	18.8%	0.6%	9.2%	0.3%
Special Education	2012	60.8%	17.2%	4.7%	17.2%	0.2%
	2011	59.5%	19.0%	3.9%	17.4%	0.3%
	2010	56.7%	21.9%	3.5%	17.5%	0.4%

Demographic Group	Graduating Class	Cohort Graduation Rate	Cohort Dropouts Rate	Cohort Special Ed Completers Rate	Cohort Still Enrolled Rate	Cohort GED Completer Rate
Socioeconomically Disadvantaged	2012	72.7%	16.4%	0.6%	10.0%	0.3%
	2011	71.1%	18.1%	0.5%	9.9%	0.3%
	2010	68.0%	20.1%	0.5%	10.9%	0.4%

Next, we will use the information in Table 6.2 for several analyses, considering each outcome listed in columns in turn: graduation, dropout, special education completion, ongoing enrollment, and GED completion. For each measure we provide the official CDE definition of each rate. Where available, we will discuss corroborating evidence.

Graduation Rates

One indicator that could conceivably be affected by the CAHSEE requirement is the high school graduation rate. Figure 6.2 provides the CDE definition of the Four-year Adjusted Cohort Graduation Rate. This rate includes students who obtain standard high school diplomas, students who earned high school diplomas through an adult education program, and students who passed the California High School Proficiency Exam (CHSPE). Also included are special education students who were identified as exempt from the CAHSEE requirement or who received a passing grade on the CAHSEE with modifications and obtained a waiver. These special education rules were in place for all three graduation cohorts for whom we present data, resulting in comparable data.

1.5. 4-year Adjusted Cohort Graduation Rate - The four-year graduation rate is calculated by dividing the number of students in the four-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class. The following formula provides an example of the four-year graduation rate for the cohort entering grade 9 for the first time in the fall of the year 1 of the cohort and graduating by the end of year 4 of the cohort.

Number of cohort members who earned a regular high school diploma by the end of year 4 in the cohort

divided by

Number of first-time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

The following student school exit categories and student school completion status codes were used to identify high school graduates:

Exit/Completion Code	Description
E230/100	Graduated, standard high school diploma
E230/106	Graduated, CAHSEE mods & waiver for special education
E230/108	Graduated, CAHSEE special education exempt
E230/250	Adult education high school diploma
E230/330	Passed California High School Proficiency Exam

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (retrieved on July 29, 2013).

Figure 6.2. CDE definition of Four-year Adjusted Cohort Graduation Rate.

We examined graduation rates overall and separately for various demographic groups. Table 6.3 shows the four-year adjusted cohort graduation rates by demographic group. These are presented in order of declining graduation rate for the Class of 2012. The dashed horizontal line within Table 6.3 separates the racial/ethnic groups of students with graduation rates above and below the overall state rate of 78.5 percent. The overall graduation rate and the rate for each individual group increased from 2010 to 2012. Second, the graduation rates for four groups of students—Pacific Islander, Hispanic or Latino, American Indian/Alaska Native, and African American students—are lower than the overall graduation rates, but their rates increased at a greater pace than the state average, reflecting a reduction in gaps between groups. Additional demographic groups are presented at the bottom of the table. English learners, socioeconomically disadvantaged students, and special education students are graduating at rates lower than the state average, but these rates are also increasing more rapidly than the average. We report rates for migrant students for the first time this year; their graduation rate is slightly lower than the state average.

Table 6.3. Four-Year Adjusted Cohort Graduation Rates by Demographic Group

Demographic Group	four-year Adjusted Cohort			Increase in Graduation Rate (2012–2010)
	2010	2011	2012	
Racial/Ethnic Groups				
Asian, Not Hispanic	89.0%	*90.3%	91.0%	2.0
Filipino, Not Hispanic	87.4%	*89.9%	87.4%	0.0
White, Not Hispanic	83.5%	*85.7%	86.4%	2.9
Two or More Races, Not Hispanic	83.2%	*81.9%	84.3%	1.1
Pacific Islander, Not Hispanic	*72.3%	*74.9%	76.8%	4.5
Hispanic or Latino of Any Race	*68.1%	*71.4%	73.2%	5.1
American Indian/Alaska Native	*67.3%	*68.5%	72.4%	5.1
African American, Not Hispanic	*60.5%	*62.8%	65.7%	5.2
Other Demographic Groups				
English Learners	*56.4%	*61.5%	61.6%	5.2
Socioeconomically Disadvantaged	*68.0%	*71.1%	72.7%	4.7
Special Education	*56.7%	*59.5%	60.8%	4.1
Migrant Education	*71.1%	*73.0%	74.3%	3.2
TOTAL	*74.7%	*77.1%	78.5%	3.8

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2013).
The * before a number represents an adjustment in data from the 2012 evaluation report due to an updating of the figures used.

Graduation Rates: Summary

We examined the four-year adjusted cohort graduation rate, which was required by the federal government to be reported beginning with the 2010–11 school year. We found that graduation rates for all demographic groups increased in 2012 from their 2010 levels and gaps between groups grew smaller. These graduation rates vary widely, from 65.7 percent among African American students to 91.0 percent for Asian students.

Dropout Rates

A second indicator that could conceivably be affected by the CAHSEE requirement is the high school dropout rate. An early and persistent concern regarding the implementation of the CAHSEE requirement was that struggling students would become frustrated and drop out at higher rates.

The veracity of CDE dropout statistics have improved markedly over the span of this evaluation. The introduction of statewide student identifier numbers in 2006–07 made possible more accurate identification of student outcomes once students left a school. New procedures were implemented to identify more accurately the status of

students who left a school, and dropout rates are now derived from those student-level data. Historically the CDE produced a cumulative four-year dropout rate as the "adjusted four-year derived dropout rate" from the 1991–92 school year through the 2009–10 school year. Beginning with the Class of 2010, however, CDE began reporting a new "four-year adjusted cohort dropout rate," and discontinued reporting the adjusted four-year derived dropout rate in 2011. In this annual evaluation report we will move to the new metric, now available for three graduation cohorts. The reader is referred to our previous annual evaluation report for a discussion and comparison of these two calculations (Becker et al., 2012a).

Figure 6.3 provides the CDE definition of the four-year Adjusted Cohort Dropout Rate.

> 1.6. 4-year Adjusted Cohort Dropout Rate - This is the rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the 4-year cohort that dropped out by the end of year 4 of the cohort.
>
> Any "last" SSID record with an exit code other than those specified in 1.2 (Graduation Rate), 1.4 (GED Passer Rate), 1.5 (Special Education certificate of completion rate), or 1.6 (Still Enrolled Rate), is counted in the dropout category. Note special handling for transfer codes T160, T165, and T167 described in 1.1 (Adjusted Cohort.)

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (retrieved on July 29, 2013).

Figure 6.3. CDE definition of Four-year Adjusted Cohort Dropout Rate.

Table 6.4 reports the new cohort dropout calculations for the Classes of 2010, 2011, and 2012. Racial/ethnic groups are ordered by descending dropout rate in the Class of 2012. The reader is reminded that Table 6.1 contains this information along with actual numbers of students in each group, for reference.

Inspection of Table 6.4 reveals that dropout rates have declined overall and for every demographic group except Asian Americans—a group with a relatively low dropout rate. Overall dropout rates declined from 16.6 percent for the Class of 2010 to 13.2 percent for the Class of 2012. The percentage point decrease in dropout rates for traditionally disadvantaged groups (e.g., African American, Hispanic, English learners, and Special Education) exceed the statewide average, indicating that gaps are shrinking. However, disparities persist. Nearly a quarter of ELs (23.7%) and a fifth of African American students (22.2%) in the Class of 2012 dropped out.

Table 6.4. CDE Four-Year Adjusted Cohort Dropout Rates by Demographic Group

Demographic Group	Four-Year Adjusted Cohort Dropout Rate			Decrease in Dropout Rate (2012–2010)
	Class of 2010	Class of 2011	Class of 2012	
Race/Ethnicity				
African American (not Hispanic)	*26.7%	*25.3%	22.2%	4.5
American Indian	*22.1%	*21.4%	18.5%	3.6
Hispanic or Latino	20.8%	*18.3%	16.2%	4.6
Pacific Islander	19.6%	*17.7%	15.8%	3.8
Two or More Races (not Hispanic)	*10.1%	*11.1%	9.7%	0.4
White	10.7%	8.9%	8.4%	2.3
Asian American	7.2%	*6.0%	7.2%	0.0
Filipino	*7.8%	*6.4%	5.4%	2.4
Other Demographic Groups				
English Learners	29.0%	*24.8%	23.7%	5.3
Special Education ‡	*21.9%	*19.0%	17.2%	4.7
Socioeconomically Disadvantaged	20.1%	*18.1%	16.4%	3.7
State Totals	16.6%	*14.7%	13.2%	3.4

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2013).
‡Special education students in the Classes of 2010 through 2012 were exempt from the CAHSEE requirement.
The * before a number represents an adjustment in data from the 2012 evaluation report due to an updating of the figures used.

Dropouts by Grade Level

Table 6.5 reports the number of students who dropped out at each grade as well as the percentage of grade nine enrollment represented by each number. For example, the 34,209 grade twelve dropouts in the Class of 2010 represent 6.3 percent of the grade nine enrollment for that class. This rate grew to 8.3 percent for the Class of 2012.

Table 6.5. CDE Dropout Counts by Grade Level for Classes of 2010 Through 2012

Class of	Enrollment Grade 9	Number and Percentage of Grade 9 Enrollment			
		Grade 9 Dropouts	Grade 10 Dropouts	Grade 11 Dropouts	Grade 12 Dropouts
2010	545,040	12,426 2.3%	10,995 2.0%	16,251 3.0%	34,209 6.3%
2011	541,650	9,737 1.8%	13,242 2.4%	14,163 2.6%	42,753 7.9%
2012	539,167	12,245 2.3%	10,103 1.9%	16,799 3.1%	44,589 8.3%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed August 13, 2013).

Figure 6.4 is a graphical representation of the same information presented in Table 6.5. The majority of students who drop out of high school persist until their senior year, as evidenced by the dropout rate in grade twelve being larger than all other grades for every graduating class depicted.

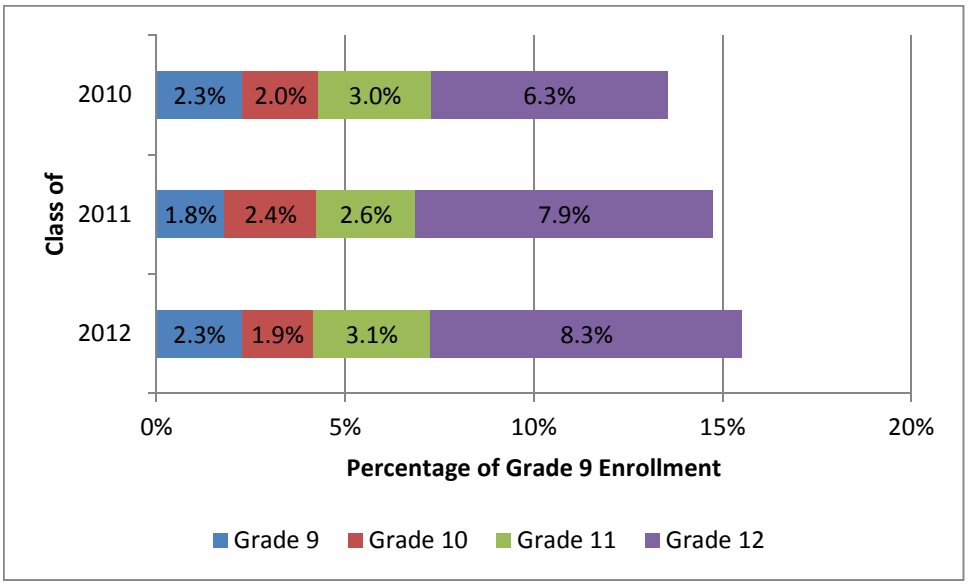


Figure 6.4. Dropout rates by grade level for classes of 2010 through 2012, based on percentage of grade nine enrollment.

Other Indications of Students Who Leave High School Prematurely: Enrollment Trends

The definition of "dropout" and the requisite data underpinnings to clearly identify dropouts have evolved over time. As described earlier, dropout tracking has improved markedly over the past few years, but because these systems are new we continue to look at the dropout phenomenon from multiple perspectives. We present here an analysis of enrollment trends,

Enrollment counts are documented at the schoolhouse level in the fall of each school year. CDE maintains statewide aggregations of these figures. Since the beginning of this evaluation process, we have tracked enrollment figures by graduation class cohort. Comparing enrollment trend patterns over time serves as an independent indicator of trends in retention or dropout rates, independent of changes in dropout calculations. 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.

Before investigating California enrollment trends, we offer a description of two typical enrollment patterns that are commonly seen both within and outside California. One persistent enrollment pattern is a grade nine "bubble." That is, in any given year more students are enrolled in grade nine than in either grade eight or ten. One oft-theorized explanation is that some first-time grade nine students fail to earn sufficient credits to achieve grade ten status on time. Therefore in the fall of each year the grade nine population comprises the prior year's grade eight graduates plus some number of students who would have been grade ten students if they were on pace with their classmates. (These students may earn extra credits in the coming year and "catch up" with their classmates, or may drop back to a later graduating class.) At the same time, the grade ten enrollment counts would be suppressed by exclusion of those same students. A second persistent enrollment pattern is a decrease in enrollment (drop-off)

each year after grade nine. This decrease is generally considered to include high school dropouts.

The CDE Web site (http://dq.cde.ca.gov/dataquest/) provides fall enrollment counts by grade level each year. To present enrollment trends in a manner that is comparable across years despite population growth or declines, we have converted these enrollment counts to percentages. Table 6.6 and Figure 6.5 show the decrease in enrollment from grade nine to ten for several recent years, going back far enough to precede the introduction of the CAHSEE. The Classes of 2004 and 2005 are highlighted as classes subject to "partial implementation" of the CAHSEE because the requirement was delayed before any diplomas were withheld. Classes from 2006 on are highlighted as classes for which the CAHSEE requirement was "fully in effect." As noted in the 2004 evaluation report (Wise, et al., 2004), the grade ten drop-off rate increased by 0.1 percent (5.6 to 5.7 percent) for the Class of 2006. It was hypothesized that the increased drop-off rate was primarily due to a larger than usual increase in the number of students classified as grade nine students for more than a year. In the 2004–05 school year the drop-off rate declined back to 5.6 percent. This was followed by a substantial increase to 6.1 percent in 2005–06, an even more substantial decrease to 5.3 percent in 2006–07, then increases to 5.7, 6.0, and 6.1 percent in subsequent years. This upward trend reversed in the 2010–11 school year when the grade ten class was only 4.2 percent smaller than the previous year's grade nine class, and has continued to decline in subsequent years, to its lowest point of 2.9 percent in 2012–13.

Table 6.6. Enrollment Declines Between Grades Nine and Ten by High School Class

School Year	High School Class	Grade 10 Enrollment	Prior Year's Grade 9 Enrollment	Decrease	
				Number	Percent
1997–98	2000	423,865	450,820	26,955	6.0%
1998–99	2001	433,528	458,650	25,122	5.5%
1999–2000	2002	444,064	468,162	24,098	5.1%
2000–01	2003	455,134	482,270	27,136	5.6%
2001–02	2004	459,588	485,910	26,322	5.4%
2002–03	2005	471,726	499,505	27,779	5.6%
2003–04	2006	490,465	520,287	29,822	5.7%
2004–05	2007	497,203	526,442	29,239	5.6%
2005–06	2008	515,761	549,486	33,725	6.1%
2006–07	2009	517,873	547,014	29,141	5.3%
2007–08	2010	513,707	545,040	31,333	5.7%
2008–09	2011	509,157	541,650	32,622	6.0%
2009–10	2012	506,042	539,167	33,112	6.1%
2010–11	2013	502,486	524,527	22,041	4.2%
2011–12	2014	*495,009	514,491	19,482	3.8%
2012–13	2015	486,498	501,258	14,760	2.9%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2013).
The * before a number represents an adjustment in data from the 2011 evaluation report due to an updating of the figures used.
The light green horizontal line indicates the demarcation between classes prior to and initially subject to the CAHSEE graduation requirement; the heavy green line indicates the transition to the CAHSEE requirement being fully in effect.

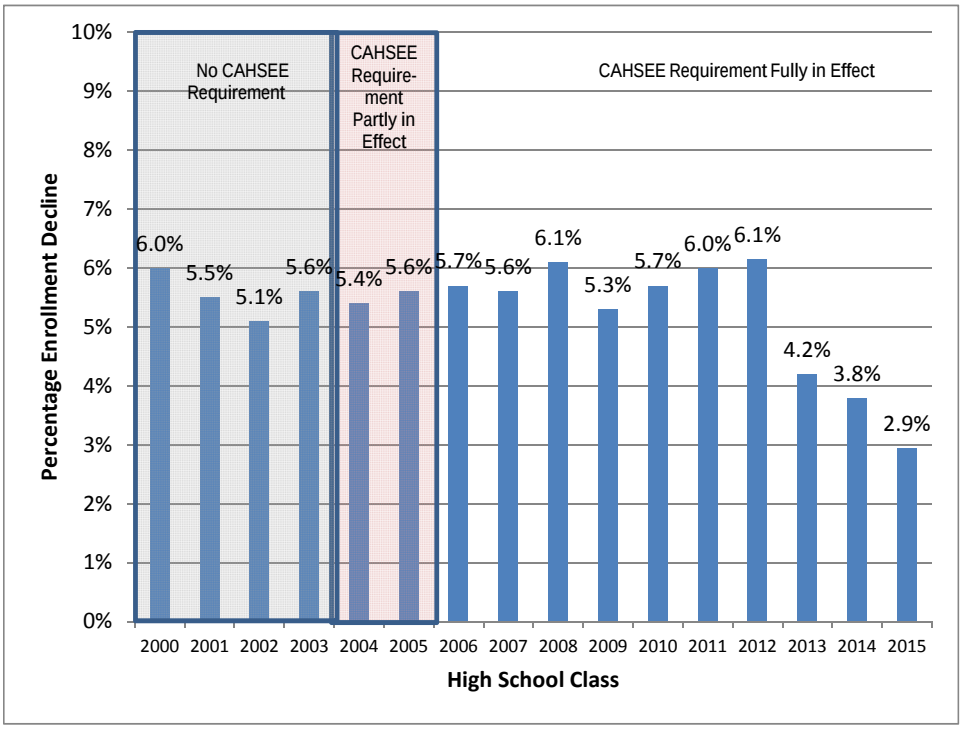


Figure 6.5. Enrollment declines between grades nine and ten by high school class.

Table 6.7 and Figure 6.6 show similar information for the drop-off between grade ten and eleven enrollments. Results show that the drop-off rate between grade ten and eleven enrollments declined beginning with the Class of 2004. The rate declined fairly steadily from 6.4 percent for the Class of 2005 down to 2.7 percent for the Class of 2014.

Table 6.7. Enrollment Declines from Grade Ten to Grade Eleven

School Year	High School Class	Grade 11 Enrollment	Prior Year's Grade 10 Enrollment	Decrease	
				Number	Percent
1998–99	2000	390,742	423,865	33,123	7.8%
1999–2000	2001	401,246	433,528	32,282	7.4%
2000–01	2002	409,119	444,064	34,945	7.9%
2001–02	2003	420,295	455,134	34,839	7.7%
2002–03	2004	428,991	459,588	30,597	6.7%
2003–04	2005	441,316	471,726	30,410	6.4%
2004–05	2006	459,114	490,465	31,351	6.4%
2005–06	2007	467,304	497,203	29,899	6.0%
2006–07	2008	487,493	515,761	28,268	5.5%
2007–08	2009	488,227	517,873	28,646	5.5%
2008–09	2010	489,207	513,707	24,675	4.8%
2009–10	2011	487,505	509,157	21,652	4.2%
2010–11	2012	488,348	506,042	17,694	3.5%
2011–12	2013	*487,466	502,486	15,020	3.1%
2012–13	2014	481,531	495,009	13,478	2.7%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2013).
The * before a number represents an adjustment in data from the 2011 evaluation report due to an updating of the figures used.
The light green horizontal line indicates the demarcation between classes prior to and initially subject to the CAHSEE graduation requirement; the heavy green line indicates the transition to the CAHSEE requirement being fully in effect.

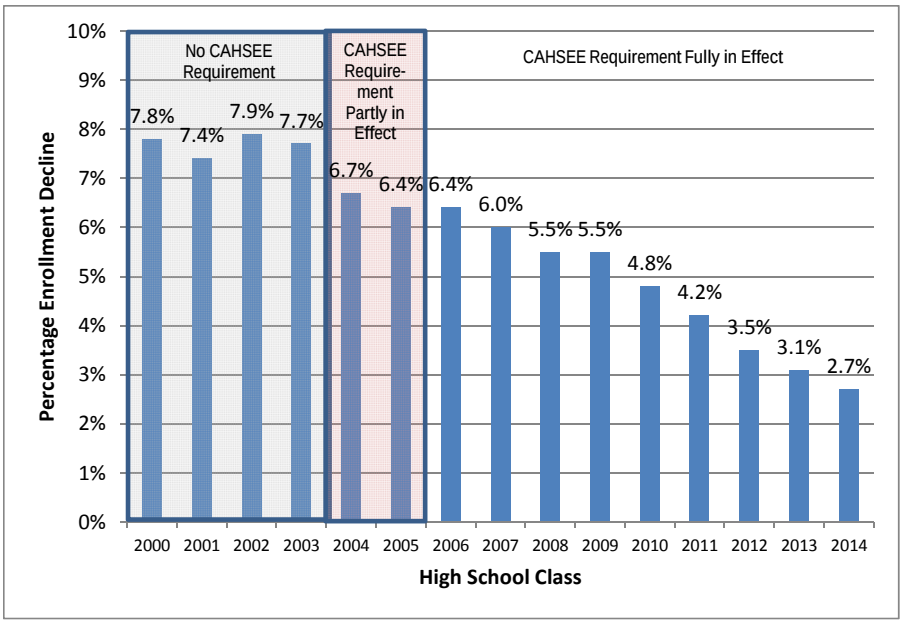


Figure 6.6. Enrollment declines from grade ten to grade eleven by high school class.

Table 6.8 and Figure 6.7 show similar information for the drop-off between grade eleven and twelve enrollments. This rate decreased substantially (2.5 percentage points) with the Class of 2003. The reduced drop-off rate continued for subsequent cohorts, with the exception of the Class of 2006. The drop-off rate from grade eleven to grade twelve for the Class of 2011 actually reversed—that is, more students were enrolled in the Class of 2011's senior class than had been enrolled at the start of the junior year. This pattern continued to grow for the subsequent classes, reaching a 2.4 percent enrollment increase for the Class of 2013. The new trend may in part be due to the continued enrollment of grade twelve repeat students who fail to graduate with their original graduating class.

Table 6.8. Enrollment Patterns Between Grades Eleven and Twelve

School Year	High School Class	Grade 12 Enrollment	Prior Year's Grade 11 Enrollment	Decrease	
				Number	Percent
1999–00	2000	347,813	390,742	42,929	11.0%
1999–2000	2001	357,789	401,246	43,457	10.8%
2001–02	2002	365,907	409,119	43,212	10.6%
2002–03	2003	386,379	420,295	33,916	8.1%
2003–04	2004	396,272	428,991	32,719	7.6%
2004–05	2005	409,568	441,316	31,748	7.2%
2005–06	2006	423,241	459,114	35,873	7.8%
2006–07	2007	443,154	467,304	24,150	5.2%
2007–08	2008	468,281	487,493	19,212	3.9%
2008–09	2009	476,156	489,227	13,071	2.7%
2009–10	2010	477,885	489,032	11,147	2.3%
2010–11	2011	488,388	487,505	-883	-0.2%
2011–12	2012	*495,945	488,348	-7,597	-1.6%
2012–13	2013	499,275	487,466	-11,809	-2.4%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2013).
The * before a number represents an adjustment in data from the 2012 evaluation report due to an updating of the figures used. The light green horizontal line indicates the demarcation between classes prior to and initially subject to the CAHSEE graduation requirement; the heavy green line indicates the transition to the CAHSEE requirement being fully in effect.

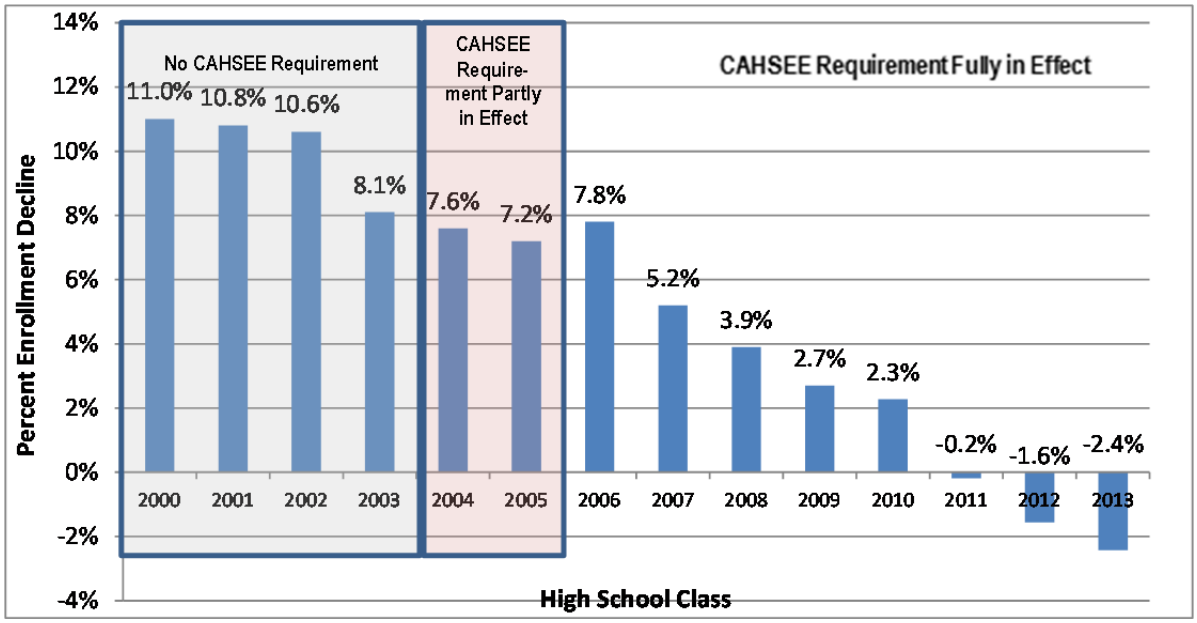


Figure 6.7. Enrollment patterns from grade eleven to grade twelve by high school class.

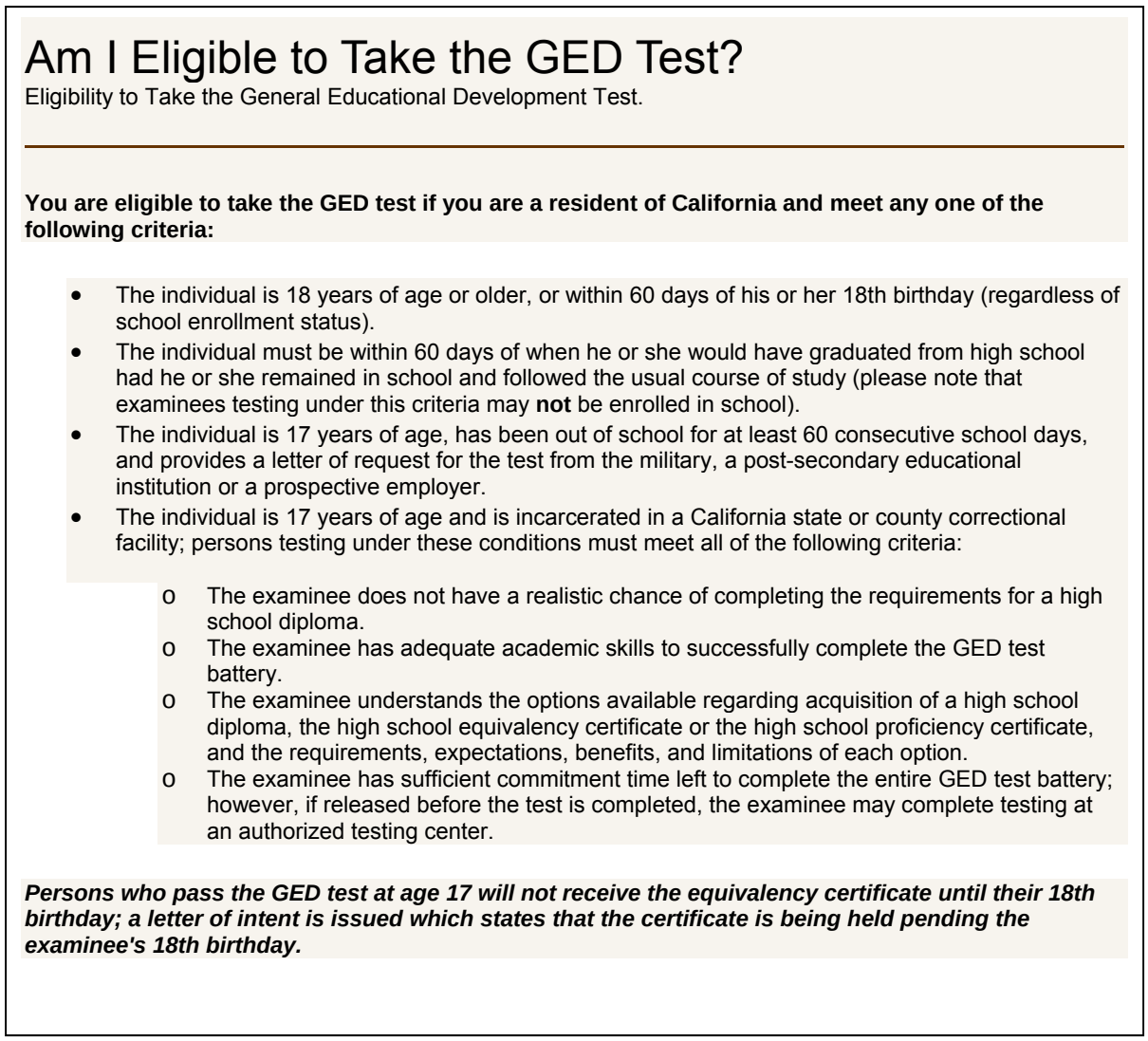
Dropout Rates: Summary

We examined Four-year Adjusted Cohort Dropout Rates among high school students in the classes of 2010 through 2012. We found that the dropout rates, while substantial, declined overall and for every demographic group except Asian American students. Dropout rate gaps also declined.

We analyzed enrollment trends by graduation class cohort from the Class of 2000 through the fall 2012 enrollment counts. The fall enrollment numbers for the 2012–13 school year reflect lower grade-by-grade reductions than for any year since 1997–98, and in fact show a gain in the number of grade twelve students in the Class of 2013.

General Education Development (GED) Rates

One of the factors that impacts graduation rates is the availability of the GED examination. The GED test was designed for adults who do not have a high school diploma and includes five subjects: reading, writing, math, science, and social studies. By passing the GED, a student can earn a California High School Equivalency Certificate, considered for some purposes to be equivalent to a high school diploma Figure 6.8 contains the CDE web site description of who is eligible to take the GED test. Figure 6.9 presents the CDE definition of the Four-year Adjusted GED Passer Rate.



Am I Eligible to Take the GED Test?

Eligibility to Take the General Educational Development Test.

You are eligible to take the GED test if you are a resident of California and meet any one of the following criteria:

- The individual is 18 years of age or older, or within 60 days of his or her 18th birthday (regardless of school enrollment status).
- The individual must be within 60 days of when he or she would have graduated from high school had he or she remained in school and followed the usual course of study (please note that examinees testing under this criteria may **not** be enrolled in school).
- The individual is 17 years of age, has been out of school for at least 60 consecutive school days, and provides a letter of request for the test from the military, a post-secondary educational institution or a prospective employer.
- The individual is 17 years of age and is incarcerated in a California state or county correctional facility; persons testing under these conditions must meet all of the following criteria:
    - The examinee does not have a realistic chance of completing the requirements for a high school diploma.
    - The examinee has adequate academic skills to successfully complete the GED test battery.
    - The examinee understands the options available regarding acquisition of a high school diploma, the high school equivalency certificate or the high school proficiency certificate, and the requirements, expectations, benefits, and limitations of each option.
    - The examinee has sufficient commitment time left to complete the entire GED test battery; however, if released before the test is completed, the examinee may complete testing at an authorized testing center.

Persons who pass the GED test at age 17 will not receive the equivalency certificate until their 18th birthday; a letter of intent is issued which states that the certificate is being held pending the examinee's 18th birthday.

Source: CDE DataQuest. http://www.cde.ca.gov/ta/tg/gd/ (retrieved on August 5, 2013). ***Figure 6.8. Characteristics of people eligible to take the GED Test.***

Four-year Adjusted Cohort General Education Development (GED) Passer Rate – This is the rate of students that leave the 9-12 instructional system without a high school diploma, but have passed the GED test. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the 4-year cohort that passed the GED test by the end of year 4 of the cohort.

The following student school exit category and student school completion status code were used to identify a GED passer:

Exit/Completion Code	Description
E230/320	Completed GED (and no standard HS diploma).

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (retrieved on July 29, 2013).

Figure 6.9. CDE definition of Four-year Adjusted Cohort GED Passer Rate.

Table 6.9 depicts the rates of students obtaining a GED certificate in the Classes of 2010 through 2012, overall and by student demographic category. The numbers of students obtaining a GED remain steady at a very low rate. Only one fifth of one percent of the Class of 2012 (0.20 percent) earned a GED. The racial/ethnic groups in Table 6.9 are sorted in descending order of 2012 rate. The groups above the dashed line (i.e., American Indian, two or more races, African American, Pacific Islander, and White students) earn GED certificates at rates greater than the statewide rate of 0.20 percent. Among the other demographic groups presented, only socioeconomically disadvantaged students earn GEDs at a higher rate than the state average.

Table 6.9. Four-Year Adjusted Cohort GED Rates by Demographic Group

Demographic Group	Four-year Adjusted Cohort			Decrease in GED Rate (2010–2012)
	2010	2011	2012	
Racial/Ethnic Groups				
American Indian	0.4%	0.4%	0.4%	0.0
Two or More Races (not Hispanic)	0.3%	0.5%	0.4%	-0.1
African American (not Hispanic)	0.5%	0.3%	0.3%	0.2
Pacific Islander	0.5%	0.1%	0.3%	0.2
White	0.4%	0.3%	0.3%	0.1
Hispanic or Latino	0.4%	0.2%	0.2%	0.2
Filipino	0.2%	0.1%	0.1%	0.1
Asian American	0.1%	0.1%	0.1%	0.0
Other Demographic Groups				
English Learners	0.3%	0.2%	0.2%	0.1
Socioeconomically Disadvantaged	0.4%	0.3%	0.3%	0.1
Special Education	0.4%	0.3%	0.2%	0.2
Migrant Education	0.3%	0.3%	0.2%	0.1
OVERALL	0.4%	0.3%	0.2%	0.2

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2013).

Special Education Certificate of Completion Rates

Special education students can earn a high school diploma by passing the CAHSEE and meeting all other graduation requirements, and there are steps in place to allow students to take the CAHSEE with modification(s) and obtain a waiver, thereby earning a diploma. Some special education students instead earn a certificate of completion and are not considered high school graduates. Figure 6.10 presents the CDE definition of the Four-year Adjusted Special Education Certificate of Completion Rate.

Four-year Adjusted Cohort Special Education Certificate of Completion Rate - This is the rate of special education students that leave the 9-12 instructional system without a high school diploma, but have completed requirements necessary to obtain a special education certificate of completion. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the cohort that received his/her special education certificate of completion by the end of year 4 of the cohort.

The following student school exit category and student school completion status codes were used to identify a special education student that received a special education certificate of completion:

Exit/Completion Code	Description
E230/120	Special Education certificate of completion

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (retrieved on July 29, 2013).

Figure 6.10. CDE definition of Four-year Adjusted Cohort Special Education Certificate of Completion Rate.

Table 6.10 presents the rates at which special education students obtain a certificate of completion. The table indicates that 4.7 percent of special education students earn a certificate and 0.6 percent of the total statewide student population does so. Inspection of the table reveals that African American and English Learners are overrepresented among certificate holders, because their rates exceed the statewide total.

Table 6.10. Four-Year Adjusted Cohort Special Education Certificate of Completion Rates by Demographic Group

Demographic Group	Four-year Adjusted Cohort			Increase in Certificate Rate (2012–2010)
	2010	2011	2012	
Racial/Ethnic Groups				
African American (not Hispanic)	0.7%	0.8%	0.9%	0.2
Two or More Races (not Hispanic)	0.3%	0.4%	0.6%	0.3
Hispanic or Latino	0.4%	0.5%	0.6%	0.2
Pacific Islander	0.4%	0.2%	0.6%	0.2
American Indian	0.8%	0.6%	0.6%	-0.2
White	0.4%	0.5%	0.5%	0.1
Filipino	0.4%	0.4%	0.5%	0.1
Asian American	0.2%	0.3%	0.3%	0.1
Other Demographic Groups				
English Learners	0.7%	0.7%	1.0%	0.3
Socioeconomically Disadvantaged	0.5%	0.5%	0.6%	0.1
Special Education	3.5%	3.9%	4.7%	1.2
Migrant Education	0.6%	0.5%	0.6%	0.0
OVERALL	0.4%	0.5%	0.6%	0.2

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2013).

Cohort Still Enrolled Rates

As the CAHSEE requirement matured, an increasing number of students continued their high school studies beyond the twelfth grade when most of their classmates graduated. Figure 6.11 presents the CDE definition of the Four-Year Adjusted Cohort Still Enrolled Rate.

> Four-year Adjusted Cohort Still Enrolled Rate – This is the rate of students that remain enrolled in the 9-12 instructional system without a high school diploma after the end of the 4th year of high school. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students that were enrolled after the end of the 4th year.

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (retrieved on July 29, 2013).

Figure 6.11. CDE definition of Four-year Adjusted Cohort Still Enrolled Rate.

Table 6.11 shows the rates of students enrolled past their twelfth grade year. Overall, 7.5 percent of students across the state continue high school. The dashed line in the table indicates that African American, Hispanic or Latino, and American Indian students continue enrollment at a higher rate than the state total. Continuation rates of ELs, socioeconomically disadvantaged, special education, and migrant education students also exceed the state total.

Table 6.11. Four-Year Adjusted Cohort Still Enrolled Rates by Demographic Group

Demographic Group	Four-year Adjusted Cohort			Change in Still Enrolled Rate (2012–2010)
	2010	2011	2012	
Racial/Ethnic Groups				
African American (not Hispanic)	11.5%	10.7%	10.9%	-0.6
Hispanic or Latino	10.3%	9.6%	9.8%	-0.5
American Indian	9.5%	9.1%	8.1%	-1.4
Pacific Islander	7.1%	7.0%	6.3%	-0.8
Two or More Races (not Hispanic)	6.4%	6.1%	5.1%	-1.3
White	4.9%	4.7%	4.4%	-0.5
Filipino	4.2%	3.3%	3.3%	-0.9
Asian American	3.4%	3.2%	2.9%	-0.5
Other Demographic Groups				
English Learners	13.6%	12.8%	13.5%	-0.1
Socioeconomically Disadvantaged	10.9%	9.9%	10.0%	-0.9
Special Education	17.5%	17.4%	17.2%	-0.3
Migrant Education	9.2%	8.7%	8.5%	-0.7
OVERALL	7.9%	7.4%	7.5%	-0.4

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2013).

College Preparation

Indicators of educational quality include the rigor of coursework undertaken in high school as well as the proportion of students intending and prepared to engage in postsecondary education. We turn now to two sets of indicators (other than the CAHSEE) of student preparedness for college.

Percentage of Students Taking College Preparation Courses

One indicator of educational quality is the caliber of coursework completed. Two of California's statewide university systems, the University of California (UC) and the California State University (CSU), have developed a list of courses known as "A–G courses" that are required for incoming freshmen. This list includes 16 units of high school courses, of which at least 7 must be taken in the last two years of high school. In this system, a unit represents a full year (two semesters) of study.

Table 6.12 indicates the percentage of public high school graduates who completed A–G courses over several years. Note that this calculation excludes students who did not graduate; if this were based, for example, on grade nine enrollment, the rates would be considerably lower. Demographic groups are listed in order of percentage in 2011–12. Among graduates, the rate of completing A–G courses varies widely, from 27.4 percent among American Indian/Alaska Native students to 64.3 percent among Asian students. The rate of completion overall and for every group increased between the 2004–05 and the 2011–12 school years. Nearly two-fifths (38.3 percent) of the graduates of the Class of 2012 completed the course requirements to enter a UC or CSU school.

Table 6.12. Trends in Percentages of Graduates Completing Minimum Coursework (A–G Courses) for Entry into UC or CSU systems

	School Year							
Demographic Group	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Racial/Ethnic Groups								
Asian	58.7%	60.2%	59.8%	59.2%	59.3%	61.4%	*63.0%	66.8%
Filipino	46.6%	45.4%	45.7%	44.8%	45.8%	47.9%	*50.0%	52.6%
Two or More Races	N/A	N/A	N/A	N/A	40.1%	42.3%	*43.7%	46.0%
White	40.9%	40.5%	39.5%	39.8%	40.5%	41.7%	*43.9%	45.5%
Pacific Islander	27.7%	28.9%	28.1%	27.4%	29.5%	31.2%	*32.1%	31.7%
African American (not Hispanic)	25.2%	25.6%	26.5%	23.3%	26.8%	28.3%	*27.5%	28.6%
Hispanic	24.1%	25.6%	25.2%	22.5%	25.5%	27.3%	*26.7%	28.0%
American Indian/Alaska Native	23.0%	23.6%	23.6%	25.7%	23.8%	25.5%	*24.8%	24.9%
Other Demographic Groups								
English Learners	N/A	N/A	26.0%	21.3%	23.6%	23.5%	21.4%	22.7%
Socioeconomically Disadvantaged	N/A	N/A	26.5%	21.0%	19.6%	20.6%	22.1%	24.7%
Special Education	N/A	N/A	6.4%	7.2%	9.0%	8.1%	6.0%	8.3%
Migrant Education	N/A	N/A	28.5%	23.6%	29.1%	25.7%	27.4%	29.6%
State Total	35.2%	36.1%	35.5%	33.9%	35.3%	36.3%	36.9%	38.3%

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 30, 2013).
The * before a number represents an adjustment in data from the 2012 evaluation report due to an updating of the figures used.

College Entrance Examination Participation and Performance

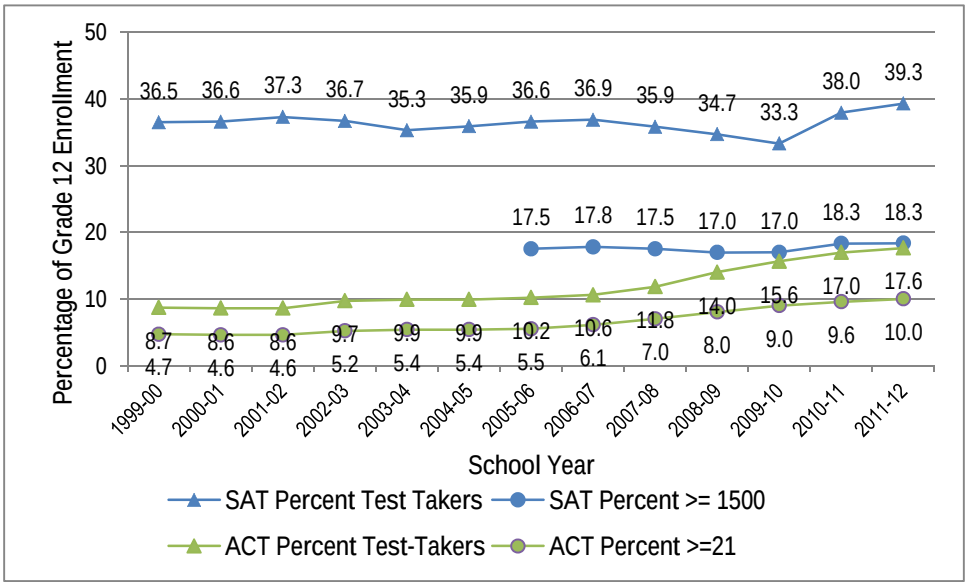
The level of student aspirations for education beyond high school is reflected in the proportion of students who sit for college entrance examinations. College readiness can also be examined by looking at the performance of students who take such tests. These two factors are confounded, in that higher participation may be related to lower scores overall. For example, if only a small, high performing proportion of a class takes an examination, scores will be high but participation will be low. If a larger proportion of students, who may be lower performing, are encouraged to take the test, the average scores will drop but participation rates will increase. Interpretation of patterns requires care because of this confounding effect.

Two college-entrance examination programs are most prevalent in the United States: the SAT and the ACT. We provide data from both the CDE Web site as well as the College Board and ACT Web sites. These outside sources include private school students in addition to public school students. The additional information we provide based on data from the College Board and ACT Web sites needs to be interpreted with caution and evaluated in terms of the student test taking populations they represent.

Figure 6.12 indicates the percentage of California public school students participating in the SAT and ACT examination programs. The lines with triangle-shaped markers represent the proportion of each grade twelve class that took either the SAT or the ACT. More than 39 percent of the Class of 2012 took the SAT and nearly 18 percent

took the ACT. This was an increase in SAT and ACT participation relative to the previous year.

Figure 6.12 also shows the percentage of California public school students who achieved a particular score on these two examinations, over time. The graph uses the same cut points used for reporting on the CDE Web site. The lines with circular pointers reflect the percentage of students **in the class** achieving a minimum combined score of 1500 (out of a possible maximum of 2400) on the SAT or 21 (out of a possible 36) on the ACT, respectively.[14] The percentage of students attaining the designated score on the SAT remained at 18.3 percent, consistent with the previous year. Student ACT performance continued its upward trajectory to a peak of 10.0 percent of students in 2011–12 reaching an ACT score of at least 21.

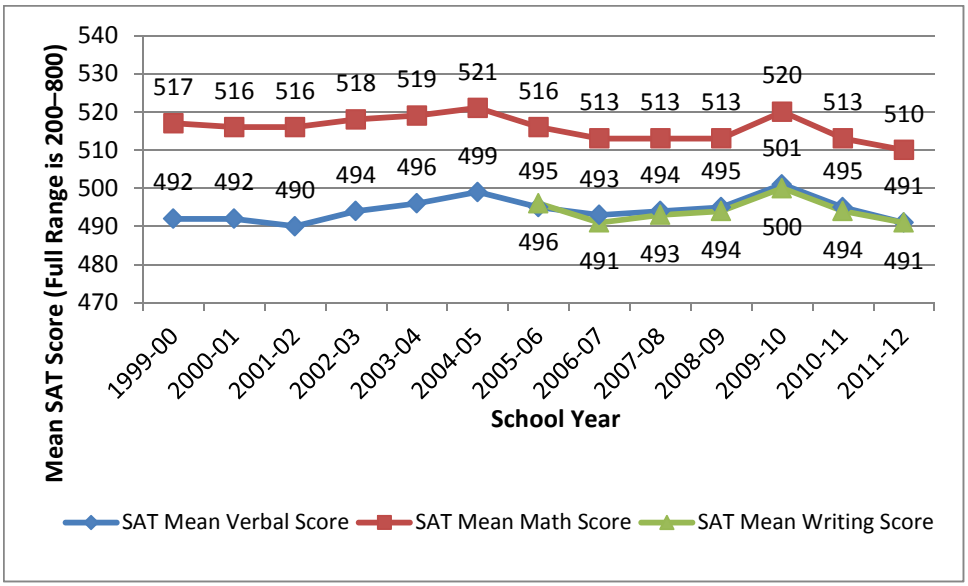


Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 30, 2013).
Note. Prior to 2005–06 CDE reported the percentage of students achieving a combined SAT Verbal and Mathematics score of 1,000. SAT Writing was introduced in 2006; in 2005–06 CDE changed its reporting to a combined Verbal, Mathematics, and Writing score. The latter metric is reported here.

Figure 6.12. SAT and ACT participation rates and success rates over time.

Another metric to assess success on tests such as the SAT and ACT is to look at mean scores. SAT mathematics, verbal, and writing examinations are each scored on a range of 200–800. Figure 6.13 indicates that mean SAT mathematics and verbal scores generally increased each year between 2001 and 2005, but both verbal and mathematics mean scores dropped in 2006 and 2007 (the CAHSEE went into effect in 2006). Verbal and writing scores increased in 2008 and 2009 while mathematics scores remained flat. In 2010 all three mean scores rose, then dropped in 2011 and again in 2012. SAT writing was introduced in 2006.

[14] The average national SAT scores for Reading, Mathematics, and Writing at the 50th percentile level are approximately 500 each. The national rank for an ACT Composite score of 21 is the 57th percentile.

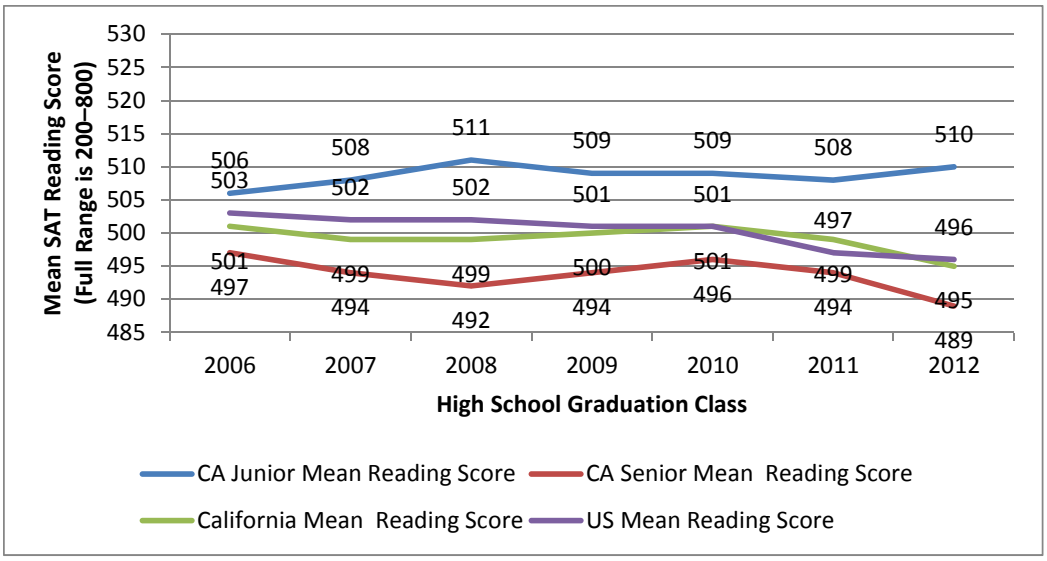


Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 30, 2013).

Figure 6.13. SAT mean math, verbal, and writing scores over time.

Figures 6.13 through 6.15 represent high school graduates from across the United States and within all schools in California who took the SAT at any time from freshman year through March of their senior year. As a reminder, these data from the College Board are not entirely comparable to data from CDE's reports because they include students from private high schools.

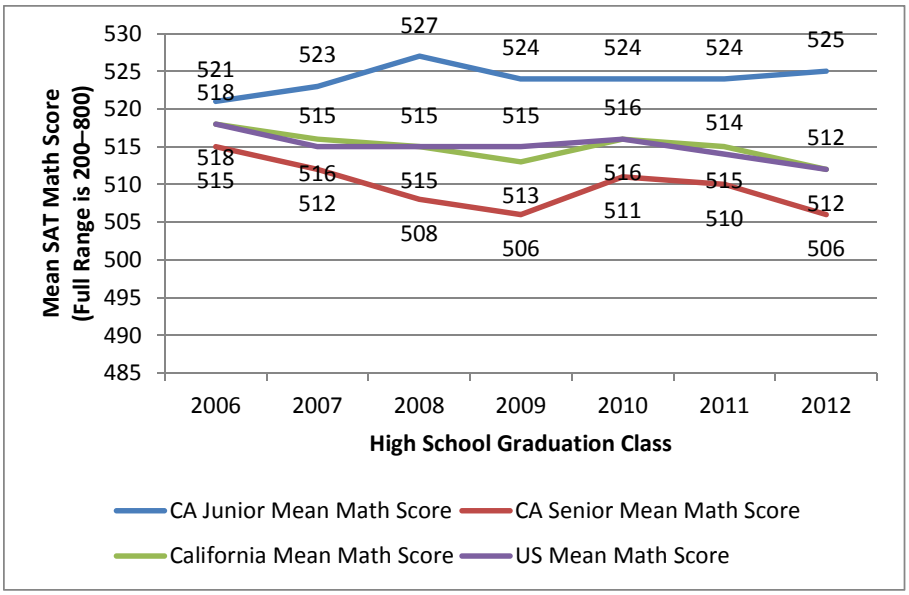
Figure 6.14 illustrates differences between the mean SAT critical reading scores for all California junior test takers compared to all California senior test takers over time, with juniors maintaining a higher mean performance on the test for all the years shown (Class of 2006 through 2012). The greatest difference between mean SAT critical reading scores occurred in the Class of 2012, with junior test takers outscoring senior test takers by 21 points (510 vs 489, respectively). In 2012 the overall California mean SAT reading score (495) was very close to the national mean score (496). The California and national means both declined in 2012.



Source: CDE Source: http://professionals.collegeboard.com/data-reports-research/sat (accessed July 30, 2013).

Figure 6.14. SAT mean critical reading scores over time, by grade taken.

Figure 6.15 illustrates a similar comparison for mean SAT math scores, with juniors again scoring higher on the test than senior test takers for all classes shown. The overall California mean SAT reading score is within two points of the national mean score for all classes shown, and identical in 2012.

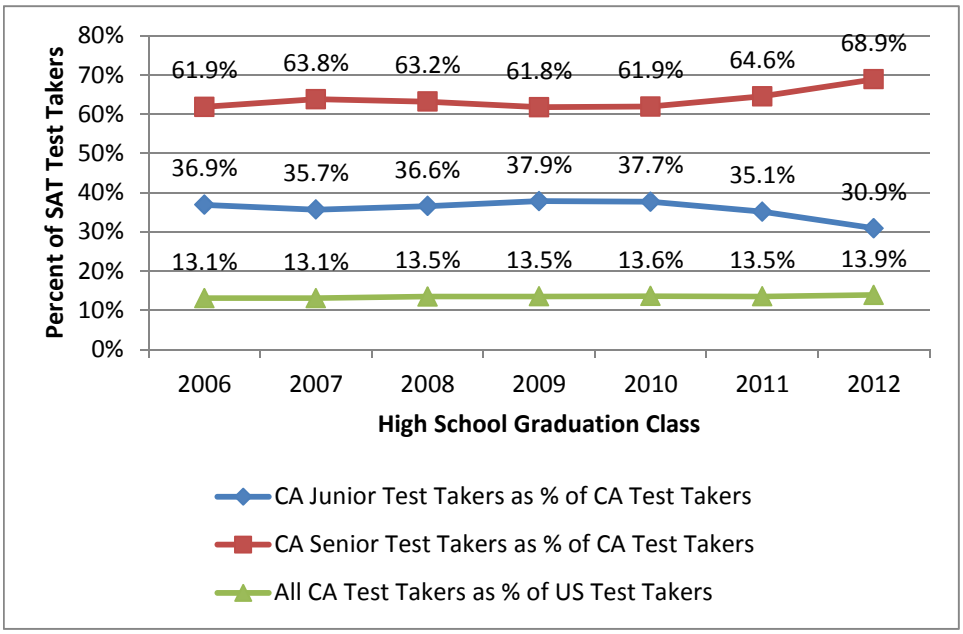


Source: http://professionals.collegeboard.com/data-reports-research/sat (accessed July 30, 2013).

Figure 6.15. SAT mean math scores over time, by grade taken.

Figure 6.16 presents the percentage of California students that took the SAT for the last time in their junior year or their senior year. The percentage of senior test takers hovers around almost two-thirds of each class (68.9 percent in 2012), and junior test takers account for slightly less than one-third of each class (30.9 percent in 2012). The

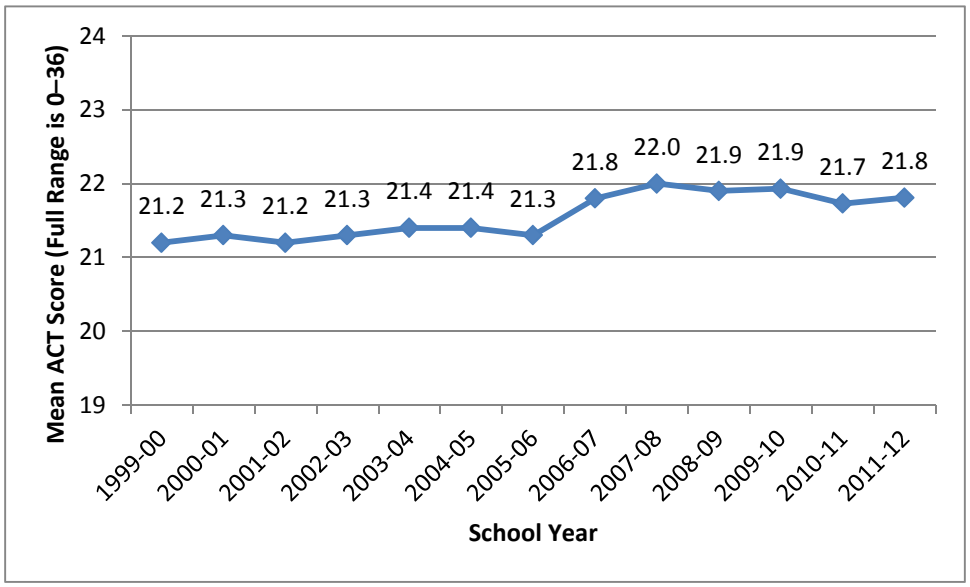
total California population of SAT test takers has consistently accounted for about 13–14 percent of the national SAT test-taking population in the high school classes shown.



Source: http://professionals.collegeboard.com/data-reports-research/sat (accessed July 30, 2013).

Figure 6.16. Percent of SAT test takers over time, by grade taken.

Turning to ACT scores, Figure 6.17 shows mean California public school students' scores on the ACT examination over the period from 1999 through 2012. Scores were highly consistent until 2006–07, when they increased from 21.3 to 21.8. Since that time the scores stayed comparatively flat near this higher level of performance. ACT examinations are scored on a range of 1–36; a smaller range is depicted to make the trends more visible.



Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 30, 2013).

Figure 6.17. California students' mean ACT scores over time.

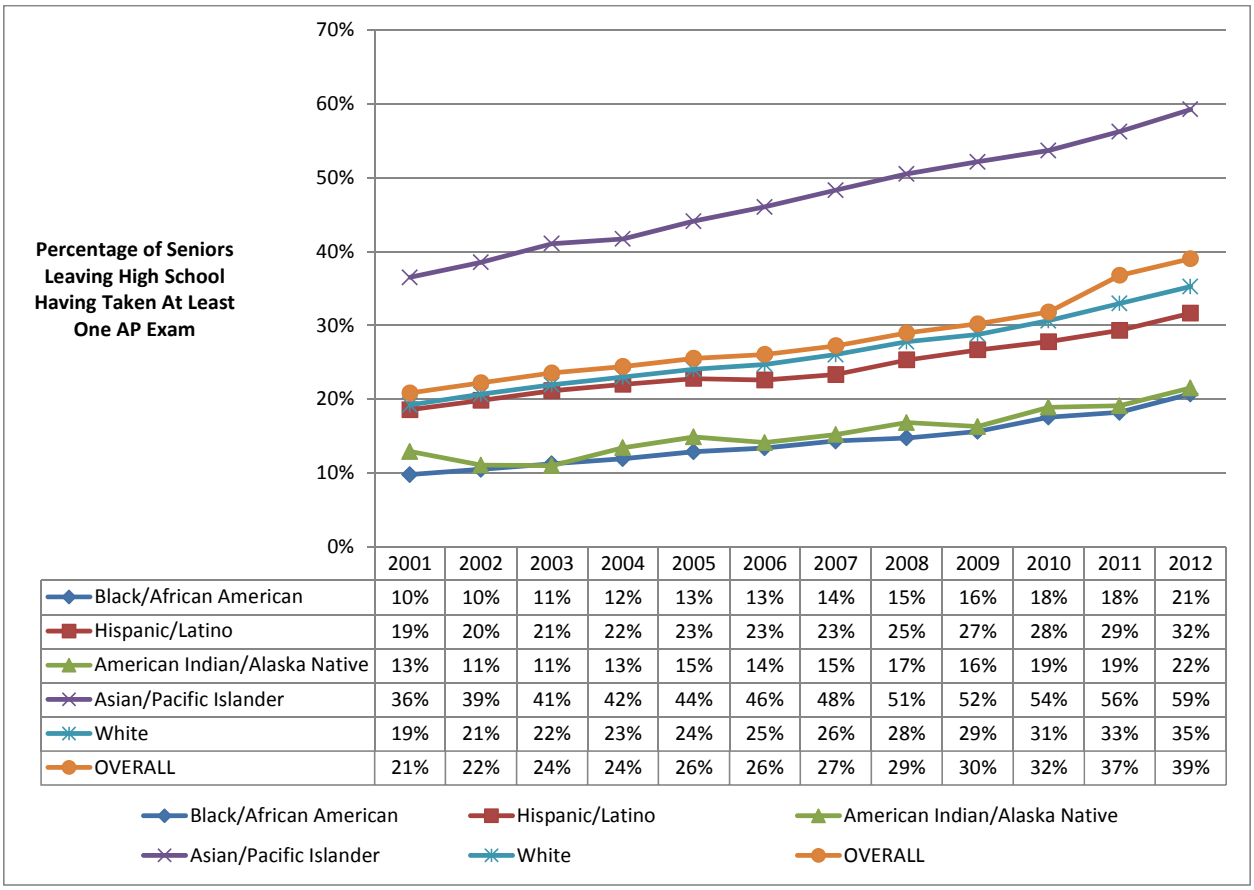
To help interpret the ACT scores in light of college readiness, we retrieved California and nationwide information from the ACT Web site[15]. For the Class of 2012, according to ACT, the ACT test participation rate by graduates from California high schools (public and private) was 25 percent, an increase of 1 percent from the Class of 2011 and 3 percent from the Class of 2010. California is one of 15 states classified by ACT as an "SAT" state, meaning the ratio of students taking the SAT to those taking the ACT is greater than 1.5 to 1, but less than 4 to 1. For the classes of 2010 through 2012, California ranked eleventh lowest in ACT participation compared to all other states. The mean ACT composite score of California high school graduates from the Class of 2012 and the Class of 2011 was 22.1, a slight decrease from the Class of 2010 mean score of 22.2. Nationwide, 52 percent of all high school graduates in the Class of 2012 took the ACT, a participation increase of 3 percent from the Class of 2011 and 5 percent from the Class of 2010. The national mean composite high school graduate score on the ACT was 21.1 for the Class of 2012 and the Class of 2011, a slight increase from the mean of 21.0 for the Class of 2010.

AP Test Achievement

The College Board's Advanced Placement (AP) program comprises a set of college-level courses offered in high school. Students have the option of taking a standardized AP examination after completing the course to earn college credit and/or gain placement in advanced college courses. AP examination participation rates and scores are indicators of the rigor of high school courses as well as of the intentions of students to attend college. The College Board currently offers more than 30 AP courses and examinations, but not all courses are offered at all high schools.

The data presented here were retrieved from the College Board Web site and represent the number of seniors in a given cohort leaving high school having taken an AP exam at any point in high school. Figure 6.18 displays AP examination participation rates among California public and private school students over time. The orange line with the circular pointers shows the percentage of seniors in each graduating class that participated in at least one AP examination by the end of senior year rising steadily from 21 percent in the Class of 2001 to 39 percent in the Class of 2012. Each additional line represents a single racial/ethnic group. Every group increased participation over time.

[15] *Enrollment Management Trends Report 2012, The Condition of College and Career Readiness 2012* report, and ACT National and State Scores Web pages.



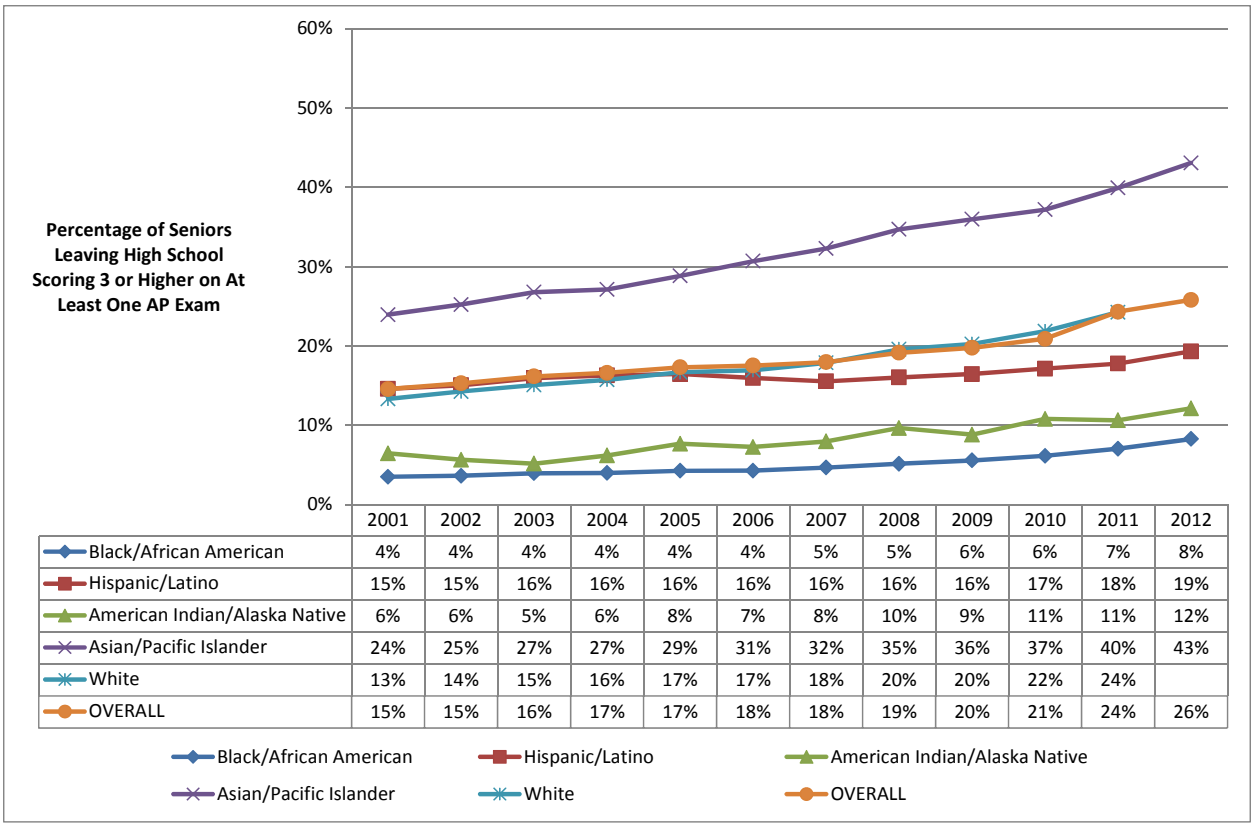
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Black/African American	10%	10%	11%	12%	13%	13%	14%	15%	16%	18%	18%	21%
Hispanic/Latino	19%	20%	21%	22%	23%	23%	23%	25%	27%	28%	29%	32%
American Indian/Alaska Native	13%	11%	11%	13%	15%	14%	15%	17%	16%	19%	19%	22%
Asian/Pacific Islander	36%	39%	41%	42%	44%	46%	48%	51%	52%	54%	56%	59%
White	19%	21%	22%	23%	24%	25%	26%	28%	29%	31%	33%	35%
OVERALL	21%	22%	24%	24%	26%	26%	27%	29%	30%	32%	37%	39%

Source: College Board Web site. http://apreport.collegeboard.org/report-downloads (accessed July 29, 2013).

Figure 6.18. AP participation rates over time, by race/ethnicity and overall.

Figure 6.19 provides a measure of success by reporting the percentage of seniors in each graduating class that earned a score of 3 or greater[16] on at least one AP examination by the end of senior year. The orange line with the circular pointers represents students overall and shows a slow but steady increase from 15 percent in 2001 to 26 percent in 2012. Each additional line represents a single racial/ethnic group. Results for every group increased over time. The greatest gains were made among Asian students, which climbed from 24 percent to 43 percent over eleven years.

[16] AP examination scores are on a scale of 1–5. Typically postsecondary institutions grant credit or advanced placement for minimum scores of 3 or 4. A score of 3 is a commonly accepted indicator of success on an AP examination.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Black/African American	4%	4%	4%	4%	4%	4%	5%	5%	6%	6%	7%	8%
Hispanic/Latino	15%	15%	16%	16%	16%	16%	16%	16%	16%	17%	18%	19%
American Indian/Alaska Native	6%	6%	5%	6%	8%	7%	8%	10%	9%	11%	11%	12%
Asian/Pacific Islander	24%	25%	27%	27%	29%	31%	32%	35%	36%	37%	40%	43%
White	13%	14%	15%	16%	17%	17%	18%	20%	20%	22%	24%	
OVERALL	15%	15%	16%	17%	17%	18%	18%	19%	20%	21%	24%	26%

Source: College Board Web site. http://apreport.collegeboard.org/report-downloads (accessed July 30, 2013).

Figure 6.19. Percentage of seniors leaving high school after scoring 3 or higher on at least one AP examination by race/ethnicity and overall.

College Preparation: Summary

Among graduates, the rate of completing A–G courses varied widely in 2011–12, from 24.9 percent among American Indian/Alaska Native students to 66.8 percent among Asian students. The rate of completion overall, and for every racial/ethnic group, increased from 2003–04 to 2011–12. Over one-third of the Class of 2012 (38.3 percent) completed the course requirements to enter a UC or CSU school.

The percentage of California public high school seniors taking the SAT examination increased in the most recent years for which CDE data are available, from 33.3 percent in 2009–10 to 39.3 percent in 2011–12. Over the same time period the percentage of students achieving a score of 1500 or better increased from 17.0 percent to 18.3 percent. Participation on the ACT rose to an all-time high of 17.6 percent in 2011–12 and the percentage of students achieving a score of 21 or better peaked at 17.6 percent. On both the SAT and the ACT, however, the trend in mean scores declined from a peak in 2009–10. A given student may take the SAT, the ACT, or both. We cannot determine the overlap between the SAT and ACT examinee groups.

Another indicator of the rigor of high school coursework is participation in, and success on, Advanced Placement examinations. The 2010–12 school year brought

increased participation and increased achievement on these examinations by students from California schools (public and private combined). Participation and success for every racial/ethnic group increased steadily as a percentage of exiting seniors from 2001 through 2012. More than a third of the 2011 graduating class (39 percent) took at least one AP examination and more than one-quarter (26 percent) achieved a score of 3 or better on at least one AP examination.

Summary Findings

Data sources outside the CAHSEE program provide indications of the state of education in California. The Class of 2006 was the first cohort required to pass both parts of the CAHSEE to receive a high school diploma, so trends from 2006 through 2012 are of particular import.

California has overhauled its educational data collection system, resulting in substantial improvement in the quality of data available on the CDE website. The current CBEDS system provides a summary of outcomes for each graduating class, including cohort graduation rate, cohort dropout rate, rate of special education students completing, percentage of students still enrolled, and percentage of students passing a GED. For the first time, these rates total to 100 percent of the class. These data are limited to the Classes of 2010 through 2012. In previous annual reports we have offered summaries from multiple perspectives within the CBEDS system, including the plotting of trend lines from legacy and new data sources. In this 2013 annual report we move to the new cohort-based statistics entirely; the reader may reference our 2012 report (Becker et al., 2012a) to find comparisons of the various sources.

High school graduation rates form an important indicator of the health of the educational system. More than three-quarters of students in the Class of 2012 (78.5 percent) graduated with a diploma, an increase from 74.7 percent two years earlier. We found that graduation rates for all demographic groups increased in 2012 from their 2010 levels and gaps between groups grew smaller, with the exception of a relatively small number of students who did not report race/ethnicity. Despite the reductions in gaps, graduation rates continue to vary widely, from 65.7 percent among African American students to 91.0 percent for Asian students.

The statewide Four-year Adjusted Cohort Dropout Rate decreased from 16.6 percent for the Class of 2010 to 13.2 percent for the Class of 2012. These dropout rates declined for every demographic group except Asian Americans—a group with a relatively low dropout rate. Overall dropout rates declined from 16.6 percent for the Class of 2010 to 13.2 percent for the Class of 2012. The percentage point decrease in dropout rates for traditionally disadvantaged groups (e.g., African American, Hispanic, English learners, and Special Education) exceed the statewide average, indicating that gaps are shrinking. However, disparities persist. Nearly a quarter of English learners (23.7%) and a fifth of African American students (22.2%) in the Class of 2012 dropped out. More high school dropouts leave school in the senior year than in the freshman through junior years combined.

As a second look at students leaving high school prematurely, we investigated enrollment trends by grade and over time. While this measure does not directly account for mobility in and out of the state, substantial changes in enrollment declines can be interpreted as an indirect indicator of dropout rates. Enrollment patterns indicate that the drop-off rates of sophomores, juniors and seniors continued to decline in fall 2012; in fact the number of grade twelve students in the Classes of 2011, 2012, and 2013 exceeded the number of juniors in those same classes. This grade twelve phenomenon may be partly attributed to the continuation of students in a second senior year. In short, we found a trend toward more students persisting to the fall of their senior year and beyond.

Participation in, and the percentage of students reaching key score points, on both the SAT and ACT examinations increased for the Class of 2012 relative to previous cohorts. On both the SAT and the ACT, however, the trend in mean scores declined from a peak in 2009–10. A given student may take the SAT, the ACT, or both. We cannot determine the overlap between the SAT and ACT examinee groups.

Over one-third of the graduates in the Class of 2012 successfully completed the A–G courses required by the University of California and California State University systems, continuing a steady four year climb. Rates varied widely among racial/ethnic groups. Participation for all demographic groups in Advanced Placement examinations increased in 2012, as did measures of success on the AP. More than a third of the 2012 graduating class (39 percent) took at least one AP examination and more than one quarter of the graduating class (26 percent) achieved a score of 3 or better on at least one AP examination.

Chapter 7: Findings and Recommendations

Lauress L. Wise, Michele M. Hardoin, D.E. (Sunny) Becker

Background

As described in Chapter 1, an independent evaluation of the California High School Exit Examination (CAHSEE) was launched in January 2000 and has continued every year since. Under *California Education Code* (EC) Section 60855(a), the evaluation is required to assess both the impact of the CAHSEE requirement and the quality of the CAHSEE tests. Key 2012–13 evaluation activities included:

- Analyses of 2012–13 test results (Chapter 2),
- Analyses of student questionnaire responses (Chapter 3),
- Interim results from phase one of an ongoing special study of how programs for middle school English Learners (EL) impact CAHSEE success rates (Chapter 4),
- Review and analyses of indicators of CAHSEE test quality, including differential item functioning, test administration, and consistency of scoring (Chapter 5),
- Review of Educational Testing Service (ETS) meetings to evaluate CAHSEE items for alignment to Common Core State Standards (CCSS) (Chapter 5), and
- Examination of other indicators of student achievement and success (Chapter 6).

In this final chapter, we summarize key findings from each of these activities and the conclusions we derived from these findings about the CAHSEE and its impact. We also offer recommendations for improving the quality and effectiveness of the CAHSEE.

Key Findings

Analyses of CAHSEE 2012–13 Test Results (Chapter 2)

Key Finding 1: Performance on the CAHSEE continues to improve, but remains low for English learners and SWD.

CAHSEE test results show significant increases in students' competency in targeted skills since the implementation of the CAHSEE requirement. As shown in Table 2.11, overall grade twelve passing rates for seniors have increased steadily from 91.2 percent for the Class of 2006 to 95.5 percent for this year's Class of 2013. Similarly, as shown in Table 2.22, overall passing rates for grade ten students taking the CAHSEE have increased steadily from 64 percent for the Class of 2006 (tested in 2004) to over 75 percent for the Class of 2015 tested last year. As shown in Table 2.22 and illustrated in Figure 2.5, initial passing rates have increased significantly for all demographic groups. That said, it should also be noted that passing rates for SWD are still unacceptably low and that passing rates for English learners are also low and have

increased only modestly since the CAHSEE requirement went into effect. Passing rates for economically disadvantaged (ED), Hispanic, and African American students also continue to be significantly lower than passing rates for white and Asian students at all grade levels.

Key Finding 2: A significant number of students who do not meet the CAHSEE requirement in four years continue to try to pass the CAHSEE in their fifth year.

A second encouraging finding is the large number of students who continue to try to pass the CAHSEE after their originally scheduled graduation date. Of the approximately 23,000 general education students in the Class of 2012 who did not complete the CAHSEE requirement by the end of grade twelve, more than 10,000 took the CAHSEE one or more times last year. More than 3,300 completed the CAHSEE requirement, as shown in Table 2.35. Also, nearly 3,600 general education students in the Class of 2011 who had not yet passed the CAHSEE continued to try to pass it last year and almost 1,000 did pass (Table 2.32). Finally, more than 1,800 general education students from the Class of 2010 took the CAHSEE last year, more than two years after their original graduation date, and more than 500 of them completed the CAHSEE requirement (Table 2.29).

Key Finding 3: More high school students are taking mathematics courses beyond Algebra I.

A third significant trend since the implementation of the CAHSEE requirement has been the proportion of students taking more advanced mathematics courses in high school. As shown in Table 2.24, the percentage of students taking mathematics courses beyond Algebra I by grade ten has increased from 64 percent for the Class of 2008 to 75.5 percent for this year's grade ten students in the Class of 2015. All demographic groups showed significant increases in the percentage of students taking more advanced courses over this period, including very significant gains—from 33 percent to 47 percent—for students with disabilities. Here too, however, significant gaps exist. Analyses show that fewer SWD (47%), English learners (55%), economically disadvantaged students (71%), Native American (65%), African American (70%), and Hispanic (71%) students are taking advanced mathematics courses by grade ten compared to white (80%) and Asian (91%) grade ten students.

Key Finding 4: The effectiveness of English language development programs appears to be improving, but it still takes many students six or more years to become proficient in English.

A fourth finding was that the effectiveness of English language development programs appears to be improving. More students have been reclassified as fluent and fewer are still classified as English learners in grade ten when they take the CAHSEE. English language development success appears to take time. A significant proportion (71 percent as shown in Table 2.46) of grade seven students taking the California

English Language Development Test (CELDT) in 2009 had been enrolled in US schools more than six years. Students with longer enrollment periods were more likely to meet the CELDT criterion and to be reclassified (Table 2.48). We found some differences between students whose primary language was Spanish and students with other primary languages, with Spanish-speaking students appearing to take longer to be reclassified. Students with disabilities, who had additional challenges beyond English language proficiency, also had much lower success rates.

Key Finding 5: CAHSEE gains for students with disabilities have been mixed, and the availability of an exemption or waiver to the requirement appears to influence passing rates.

Finally, the CAHSEE gains for students with disabilities have been mixed. Because the CAHSEE is used for accountability under the federal ESEA requirements, it must be taken by all grade ten students, including SWD; however, eligible students with disabilities can satisfy the CAHSEE requirement through exemptions or waivers. Passing rates for grade ten SWD have increased from the Class of 2006 to the Class of 2015 as shown in Figure 2.5. However, as shown in Figure 2.1, cumulative grade twelve passing rates for students with disabilities increased significantly (from 49 percent to 55 percent) when the exemption for SWD was lifted for the Class of 2008, but have decreased somewhat over the past two years (from 56 percent to 54 percent) when the exemption for SWD was reinstated.

Student Questionnaire Responses (Chapter 3)

Key Finding 6: Student responses to questionnaire items were generally positive; students reported feeling prepared for the CAHSEE, having exposure to CAHSEE content, and being optimistic about post-high school plans

In general, the grade ten student perspectives of the CAHSEE are positive and are either staying consistent or improving over time. Most students report adequate exposure to CAHSEE content (Table 3.16) and question types (Table 3.18), and felt prepared for the test (Table 3.3). In addition, most students expect to attend a four-year or two-year college after graduating high school (Table 3.12) and most expect to graduate high school on time (Table 3.7). Student responses after taking the ELA tend to be slightly more positive than those of students who have just taken the mathematics exam. The results were very similar to previous years, with SWD and EL students most likely to be unfamiliar with CAHSEE content and item types, particularly students who are designated both EL and SWD (Tables 3.30 and 3.31). Results suggest there are also differences in reported content exposure depending on racial/ethnic group, or whether one is classified as economically disadvantaged (ED) or not. Particularly, Hispanic, African American, and American Indian/Alaskan Native students, and those who are classified as ED report less exposure to CAHSEE content than other groups (Tables 3.30 and 3.31).

Key Finding 7: Many students who are still attempting to meet the CAHSEE requirement in grade twelve no longer plan to attend a four-year college compared to their plan in grade ten to do so, but most still expect to attend community college.

Students still attempting to take the CAHSEE in grade twelve in 2013 showed different student questionnaire response patterns as seniors compared to their sophomore responses (Table 3.34). These students were less likely to have plans to attend a four-year school after graduation, and more likely to plan on attending a community college. While students who did not pass in 2013 were less likely to report confidence that they would receive a high school diploma than was the case in 2011, the difference was very slight (Table 3.33).

There was generally very little difference in reported familiarity with test topics (Table 3.35) and question types (Table 3.36) between 2011 and 2013 for these students, indicating that those who were not exposed to CAHSEE-like topics and questions in grade ten were unlikely to be exposed later in high school.

Middle School English Learner Study (Chapter 4)

The goal of phase one of the Middle School English Learner Study was to begin to learn what programs and strategies are in place to help EL students make grade level progress to prepare them to pass the CAHSEE in high school. To achieve that goal, we interviewed Local Educational Agency (LEA) and school staff supporting EL students. Of our targeted total sample of 19 high recovery and 29 low recovery schools, we in fact gained participation of only 2 high recovery schools and 5 low recovery schools. Of our two high recovery schools, only one has an EL population that reflects most high-EL population schools in the state, with a majority of students speaking Spanish as their primary language. The implications of such a small sample of high recovery schools are unknown, but it is likely that we have not yet gathered adequate information about the scope of programs and strategies needed for phase two of the study, which includes the development of a Web-based survey of middle school factors affecting EL students' performance on the CAHSEE when they reach grade ten.

Key Finding 8: EL educators from middle schools and LEAs provided useful information on instructional practices for EL students that will help shape the survey to be administered this fall.

Despite the small number of phase one study participants, interviewees were very engaged in contributing their perspective, knowledge, and experiences with English learners. LEA and middle school interviewees provided detailed information about the following topics:

- English Language Development (ELD) course placement, instructional settings and materials, and practices
- English-language arts (ELA) and mathematics core academic course placement, instructional settings and materials, and practices

- Processes and criteria for reclassifying ELs as Fluent English Proficient (RFEP)
- Professional development programs (Table 4.12)
- EL student programs and support services
- EL parent programs and support services (Table 4.13)
- LEA EL support staff (Table 4.14)

The variety of responses to our LEA and middle school interview protocols provide a starting point from which the phase two survey can be developed. However, the wide range of responses on most topics obtained from this small set of interviewees highlights the complexity of designing a forced-choice question format survey that could be used to collect data adequate for answering the research question, "What programs or strategies are middle schools and LEAs using to help EL students make grade level progress to prepare them to pass the CAHSEE in high school, and how effective are the programs or strategies?"

Based on the phase one findings, we make the following recommendations for designing and conducting the second phase of the Middle School English Learner Study: development of questions and response options for a Web-based survey and administration of the survey to 50–100 potential respondents from participating schools or LEAs:

1. Involve the California Department of Education (CDE) staff and CELDT coordinators in recruiting participants to achieve an adequate survey participation rate.

2. Reduce the scope and narrow the focus of inquiry to a more manageable set of middle school EL topics: (a) For ELA and mathematics core curriculum and for ELD, investigate placement criteria, instructional materials, specific instructional practices, and professional learning opportunities. (b) Investigate local criteria for reclassification of EL students as fluent English proficient.

3. Create a Web-based survey that delivers different questions based on the role of the respondent (i.e., ELD teachers and specialists, ELA and Math teachers, middle school principals, and LEA EL specialists).

4. Provide open-ended survey questions to allow data collection on factors affecting the big picture for ELs in middle school, including development of noncognitive skills.

5. Due to the changing landscape of the implementation of the Common Core State Standards and the new California English Language Development standards, limit the study to survey current practices.

6. Ensure adequate representation of high recovery schools in a focus group to review and refine the draft Web-based survey.

7. Ensure the language of the survey aligns with the language used in CDE's California English Language Development Standards Implementation Plan.

Review of CAHSEE Test Quality (Chapter 5)

This year's review examined three main aspects of CAHSEE test quality: (a) test contractor conformance to testing industry standards regarding differential item functioning (DIF), (b) school site adherence to established standardized test administration policies and procedures, and (c) consistency in essay scoring and test form scoring decision points.

Key Finding 9: ETS procedures for evaluating items for differential item functioning (DIF) for key demographic groups have been consistent over time and appear sufficient to prevent problematic items from operational use.

With regard to items flagged for DIF, the processes ETS implements (when fully funded) are appropriate practices and in accordance with the criteria established for the CAHSEE program. HumRRO's analysis of CAHSEE field test items flagged for DIF found little change over time in rates of significant DIF (Tables 5.4 and 5.5), although the quality of operational items appears to have improved over time (Tables 5.12 and 5.13). In addition, we found that overall DIF was not a particular problem for any one subgroup for ELA or mathematics field test or operational items (Tables 5.2 and 5.3 and Tables 5.10 and 5.11). Although a small percentage of repeat operational items flagged with significant DIF were used a second and third time (Tables 5.14 and 5.15), we assume any items flagged for DIF after field test procedures were reviewed by experts and determined acceptable for operational use, based on established CAHSEE procedures.

The higher percentage of writing application field test items demonstrating significant DIF (over 47 percent as shown in Table 5.6) was potentially explained by small sample sizes and the lack of motivation of the students who take the essay field test. This issue and the lower percentage of externally reviewed essay items that were accepted in November 2012 (69 percent as shown in Table 5.1) emphasizes the importance of the external DIF review meetings and indicates that outcomes from the external review could be used by ETS to inform future essay prompt development so as to avoid known sources of linguistic and content bias.

Key Finding 10: In general, test administrations are conducted in accordance with standard procedures; however, improvements in training coordinators, monitoring test administration, and providing test variations should be made.

With regard to test administration observations, we found that LEAs and schools need additional guidance regarding the use of glossaries for English learners. HumRRO

also recommends that CDE consider providing an appropriate CAHSEE glossary to be translated from English into the primary languages of EL students for statewide use.

As in prior reports, we found that some LEAs establish a policy for grade ten SWD to take the CAHSEE without any accommodations or modifications, rather than engaging the IEP decision-making team in the test preparation process to ensure the examiners offer all appropriate accommodations and modifications (in terms of test materials, facilities, and proctoring).

We suggest ETS and CDE review and, as appropriate, strengthen procedures for post-administration inventorying of test materials to reduce potential security breaches, and we recommend ETS and CDE develop standardized protocols for handling late students and dealing with student cell phones.

HumRRO identified a number of situations that were not in conformance with the policies and procedures stated in the *Directions for Administration* manuals and made specific suggestions about test administration operations, logistics, and security. The recommendations for LEAs and schools essentially emphasize the need to provide adequate training to test site coordinators and examiners regarding critical administration procedures and protocols, such as appropriate student/proctor ratios, consistent reading of the script and session timing, and proper handling of suspected cheating.

Key Finding 11: HumRRO found no significant problems with test development and scoring. Scoring consistency remained at acceptable rates and test forms had equivalent difficulty.

HumRRO evaluation efforts found no significant problems with the processes used to develop and score the CAHSEE essay items. Scoring consistency increased somewhat in 2013 compared to rates in prior years, as shown in Table 5.21. Nonetheless, ETS should review the training, qualification, and monitoring procedures used when new scorers are brought in to handle the large volume of essays in the two grade ten census administrations, so as to make scoring consistency more comparable across administrations.

Our analysis of the raw-to-scale score conversion tables for test forms used this year reveal slight variations, but the number of correct responses to reach each of the decision points (diploma requirement and proficiency) varies by only one or two across all of the forms as shown in Tables 5.26 and 5.27.. This indicates a high level of success in assembling test forms of approximately equal difficulty.

Alignment Review of CAHSEE Items to CC State Standards (Chapter 5)

This year, the CAHSEE contractor (ETS) evaluated the alignment of CAHSEE items to the Common Core State Standards. The CCSS have been adopted for use in school accountability. The purpose of this alignment study was to evaluate CAHSEE items for potential use in the transition to the state's new assessment system and to

help inform future policy about the exit examination graduation requirement. The specific outcomes of the alignment review are therefore not directly related to the development, administration, or scoring of the current CAHSEE testing program.

Key Finding 12: Preliminary screening of the CAHSEE item bank indicated limited alignment to the CCSS and, for mathematics, alignment of some items to CCSS at a lower grade level.

Of the approximately 22,000 ELA and mathematics items in the entire CAHSEE item bank, only about 16,000 (73 percent) were associated with California content standards that could be cross-walked to Common Core State Standards, according to ETS. The summary outcomes of review meetings held to evaluate items for alignment at the item-to-CCSS level are not yet available; however, HumRRO observed that approximately half or more of the reviewed items were judged not aligned in each test, and a number of mathematics items judged to align to a CC standard addressed the content at an earlier grade than the California content standard did.

HumRRO cautions CDE to consider the alignment meeting outcomes carefully. The future of the CAHSEE is uncertain, and California stakeholders surely vary in their opinions about the purpose, meaning, and usefulness of a high school exit assessment and whether or not the CAHSEE should continue or a new assessment should be administered in California schools. Because of the political nature of assessment, it is important that procedures used to evaluate assessments be clearly defined and implemented with fidelity.

The workshops ETS conducted to evaluate CAHSEE item alignment with the CCSS followed in some general ways the alignment methodology of Norman Webb but deviated in other ways, in part because individual items in an item pool, and not an intact test form, were being evaluated. When test forms are being evaluated for alignment to content standards, the Webb methodology calls for rating the content standards themselves for depth of knowledge (DOK). The ETS alignment considered DOK at the item level only. Additionally, CDE will need to consider how the grade level issue will be addressed, because some CAHSEE items were found to align with a CCSS, but at a lower grade level than the corresponding California state standard.

Overall, the two alignment review sessions observed were very well facilitated and professionally conducted. HumRRO observed ETS staff using several techniques that were effective in guiding panelists in evaluating item alignment. For example, ETS facilitated discussions in a manner that encouraged all content experts to participate, to explain the rationale behind their decisions, and to discuss these decisions with others. Although we observed some differences in how ratings were obtained between the two different alignment meetings, within each review meeting facilitators updated each other on content categorizing decisions to promote consistency in reviewing items in a similar manner. The facilitators' attention to staying neutral in the discussions was particularly impressive, and their encouragement of reviewers to not "force" alignment categorization choices was appropriate. Security of all test materials was tightly controlled.

Below, we list recommendations for ETS relevant to process improvement and quality assurance that emerged from our observations of the two alignment review sessions:

1. Spend additional time in subject-area specific training.
2. Reliably capture and analyze individual panelist data.
3. Ensure panelists have the opportunity to identify an alternate CC standard if an item aligns well to it.
4. Ensure panelists are given consistent guidance for making ELA item alignment ratings.

Trends in Educational Achievement and Persistence (Chapter 6)

Data sources outside the CAHSEE program provide indications of the state of education in California. The Class of 2006 was the first cohort required to pass both parts of the CAHSEE to receive a high school diploma, so trends from 2006 through 2012 are of particular import.

Key Finding 13: California's educational data collection system has improved and now provides useful data for monitoring trends in educational outcomes.

California has overhauled its educational data collection system, resulting in substantial improvement in the quality of data available on the CDE website. The current California Basic Education Data System (CBEDS) provides a summary of outcomes for each graduating class, including cohort graduation rate, cohort dropout rate, rate of special education students completing, percentage of students still enrolled, and percentage of students passing a GED. For the first time, these rates total to 100 percent of the class. These data are limited to the Classes of 2010 through 2012. In previous annual reports we have offered summaries from multiple perspectives within the CBEDS system, including the plotting of trend lines from legacy and new data sources. In this 2013 annual report we move to the new cohort-based statistics entirely; the reader may reference our 2012 report (Becker et al., 2012a) to find comparisons of the various sources.

Key Finding 14: Graduation rates have continued to improve and dropout rates continue to decrease. Over time, more students persisted into grade twelve and beyond.

High school graduation rates form an important indicator of the health of the educational system. As shown in Table 6.3, more than three-quarters of students in the Class of 2012 (78.5 percent) graduated with a diploma, an increase from 74.7 percent two years earlier. We found that graduation rates for all demographic groups increased

in 2012 from their 2010 levels. Gaps between groups grew smaller, with the exception of a relatively small number of students who did not report race/ethnicity. Despite the reductions in gaps, graduation rates continue to vary widely, from 65.7 percent among African American students to 91.0 percent for Asian students.

The statewide Four-year Adjusted Cohort Dropout Rate decreased from 16.6 percent for the Class of 2010 to 13.2 percent for the Class of 2012, as shown in Table 6.4. These dropout rates declined for every demographic group except Asian Americans—a group with a relatively low dropout rate. The percentage point decrease in dropout rates for traditionally disadvantaged groups (e.g., African American, Hispanic, English learners, and Special Education) exceed the statewide average, indicating that gaps are shrinking. However, disparities persist. Nearly a quarter of English learners (23.7%) and a fifth of African American students (22.2%) in the Class of 2012 dropped out. More high school dropouts leave school in the senior year than in the freshman through junior years combined (Table 6.5 and Figure 6.4).

As a second look at students leaving high school prematurely, we investigated enrollment trends by grade and over time. While this measure does not directly account for mobility in and out of the state, substantial changes in enrollment declines can be interpreted as an indirect indicator of dropout rates. Enrollment patterns indicate that the drop-off rates of sophomores, juniors and seniors continued to decline in fall 2012; in fact the number of grade twelve students in the Classes of 2011, 2012, and 2013 exceeded the number of juniors in those same classes (Table 6.8). This grade twelve phenomenon may be partly attributed to the continuation of students in a second senior year (Table 6.11). In short, we found a trend toward more students persisting to the fall of their senior year and beyond.

Key Finding 15: Participation in SAT and ACT, as well as the percentage of students reaching key cut points, has increased over time. The percentage of students completing a college preparation curriculum continued to increase as did participation and success in Advanced Placement (AP) courses.

One early concern regarding the introduction of the CAHSEE requirement was that educational resources would be devoted to students just beneath the passing score at the expense of high-achieving students. To the contrary, we see evidence of growth among high performing students.

Compared to previous cohorts, a higher percentage of students in the Class of 2012 participated in both the SAT and ACT examinations, and a higher percentage of them reached key score points (Figure 6.12). On both the SAT (Figure 6.13) and the ACT (Figure 6.17), however, the trend in mean scores declined from a peak in 2009–10. A given student may take the SAT, the ACT, or both. We cannot determine the overlap between the SAT and ACT examinee groups.

Over one-third of the graduates in the Class of 2012 successfully completed the A–G courses required by the University of California and California State University

systems, continuing a steady four year climb (Table 6.12). Rates varied widely among racial/ethnic groups. Participation for all demographic groups in Advanced Placement examinations increased in 2012 (Figures 6.18), as did measures of success on the AP (Table 6.19). More than a third of the 2012 graduating class (39 percent) took at least one AP examination and more than one quarter of the 2012 graduating class (26 percent) achieved a score of 3 or better on at least one AP examination.

Recommendations

California policy makers, CDE staff, and educators have expended enormous amounts of time, energy, and resources over the past 12 years to construct a large, complex, and comprehensive system to ensure that students who receive a high school diploma demonstrate competency in specific California content standards. In the early years, the CAHSEE requirement was delayed from the Class of 2004 to the Class of 2006 in acknowledgement of the time required to ensure that the middle and high school curriculum provided adequate opportunity for students to acquire prerequisite and targeted skills. Over time, remediation opportunities have been created and fine-tuned to help students who do not pass the CAHSEE in their initial grade ten attempt gain the skills they are lacking. Recently, opportunities have been developed for students to continue beyond their grade twelve year, and we see students taking advantage of this opportunity. Over time, we have seen CAHSEE test scores rise, graduation rates climb, dropout rates decline, and successful participation in college entrance exams and Advanced Placement exams ascend. Meanwhile, concurrent with a CAHSEE waiver for students with disabilities, we have seen CAHSEE scores for this group of students decline. All of these trends point to the outcomes students have achieved during the years the CAHSEE has been administered.

Prior evaluation reports have included a variety of detailed recommendations. Given the current shift in California to instruction, and eventually assessment, aligned to the Common Core State Standards in elementary and middle school grades, accompanied by uncertainty regarding the future of the CAHSEE requirement, it seems appropriate to focus on the need to revise the CAHSEE in response to these changes. This year, we offer a single, overarching recommendation.

> ***Overarching Recommendation: The legislature, with recommendations from the Superintendent and the SBE, should decide how the CAHSEE requirement might ultimately be changed. The Superintendent, together with the SBE, should immediately launch an effort to review the content standards students should be required to meet in order to earn a high school diploma. The review should result in proposed revisions to the CAHSEE test blueprints that could be adopted by the SBE and implemented, at the latest, by the 2015—2016 school year.***

The legislature may well consider significant changes to the CAHSEE requirements, ranging from dropping the requirement altogether to significantly

increasing the scope and rigor of the standards that must be met. Policy decisions regarding the meaning of a high school diploma are beyond the scope of the present evaluation, and the Superintendent is already engaged in considering alternatives to the current exit examination. We note, however, that most of the positive goals for the CAHSEE, including greater alignment of instruction to the state's content standards and improved student learning, appear to have been realized. Scores and passing rates have consistently increased, overall and for demographic groups defined by race/ethnicity and economic status. At the same time, feared negative consequences have not been observed. Dropout rates did not increase significantly and graduation rates, particularly five-year rates, declined only very slightly. In addition, the CAHSEE requirement has not drawn attention and motivation away from higher achieving students. College placement scores and participation in Advanced Placement courses have continued to rise. Thus, the preponderance of our findings over the years supports continuing with an exit exam of some sort. Also, the changing passing rates of SWD when exemptions are in place, compared with when they are not, suggests that eliminating the exit examination requirement might reduce some of the gains achieved since the requirement was implemented. It remains for the legislature, with recommendations from the Superintendent and the SBE, to decide how the requirement might ultimately be changed.

Until there is a legislative change, the CAHSEE requirement remains in the *California Education Code*. While the requirement remains, there is an urgent need for action to respond to changes to curriculum and instruction that have already commenced in many districts. Instruction is moving away from the prior California State Content Standards, to which the CAHSEE is aligned, toward the new Common Core State Standards (CCSS) recently adopted by the SBE. At the high school level, the CCSS are designed to ensure that students are ready for college and careers. A key issue in the early years of this evaluation was whether the content standards assessed by the CAHSEE were adequately covered by the high school (and middle school) curriculum to justify requiring students to pass the CAHSEE. The requirement was in fact delayed for two years to provide students with adequate opportunity to learn. As instruction moves away from the content standards currently covered by the CAHSEE, it is imperative that the CAHSEE blueprints be updated.

The likely suspension of STAR testing, pending passage of AB484, allows breathing room for the transition to a new statewide assessment system aligned to CCSS in 2014–15. If that transition also includes a new high school graduation requirement, a number of issues will need to be resolved (e.g., multiple testing opportunities, passing criteria, year of implementation of the new requirement) in a short amount of time. We believe that it will take until at least the 2015–16 school year to develop and try out new test questions, implement a new test under a revised blueprint, and also establish policies for the transition to the new requirement.

We believe that it is imperative for the Superintendent and the SBE to act while the legislature is considering CAHSEE's future course. The SBE adopted the original CAHSEE test blueprints in 2000 based on recommendations from the High School Exit

Exam Panel and adopted revised blueprints in 2003 based on recommendations from the Superintendent and the CDE. Thus, it seems entirely within the scope and authority of the SBE to adopt further changes to the blueprints specifying the content to be covered by the CAHSEE tests. A new discussion and debate about what it should mean for California high school graduates to be college and career ready would be healthy and is urgently needed.

References

Abedi, J., Ewers, N., Hejri, F. (2010, Draft) *Accommodations for English Language Learners and Students with Disabilities in California*. Sacramento, California: California Department of Education.

Alliance for Excellence (2007). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* Retrieved from http://www.all4ed.org/files/archive/publications/HighCost.pdf.

American Institutes for Research (2010). *Independent evaluation study of certain students who used modifications and/or accommodations on the California High School Exit Examination (CAHSEE)*. Washington, DC: American Institutes for Research.

Becker, D.E., & Watters, C. (Eds.) (2007) *Independent evaluation of the California High School Exit Exam (CAHSEE) 2007 evaluation report* (FR-07-69). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/documents/evalrpt07.pdf (2.3MB).

Becker, D.E., & Watters, C. (Eds.) (2008). *Independent evaluation of the California High School Exit Examination (CAHSEE) fourth biennial report* (FR-08-12). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/documents/fourthbiennialrpt.pdf (5.7MB).

Becker, D.E., Wise, L.L., Hardoin, M.M., & Watters, C. (Eds.) (2011) *Independent evaluation of the California High School Exit Examination (CAHSEE) 2011 evaluation report* (FR-11-51). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/documents/cahseeindevrp11.pdf (4MB).

Becker, D.E., Wise, L.L., Hardoin, M.M., & Watters, C. (Eds.) (2012a) *Independent evaluation of the California High School Exit Examination: 2012 biennial report* (FR-11-82). Alexandria, VA: Human Resources Research Organization.

Becker, D.E., Wise, L.L., Hardoin, M.M., & Watters, C. (Eds.) (2012b) *Independent evaluation of the California High School Exit Examination: 2012 evaluation report* (FR-12-54). Alexandria, VA: Human Resources Research Organization.

Becker, D.E., Wise, L.L., & Watters, C. (Eds.) (2008) *Independent evaluation of the California High School Exit Exam (CAHSEE) 2008 evaluation report* (FR-08-100). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/documents/cahsee08evalrpt.pdf (1.6MB).

Becker, D.E., Wise, L.L., & Watters, C. (Eds.) (2009) *Independent evaluation of the California High School Exit Exam (CAHSEE) 2009 evaluation report* (FR-09-65).

Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/documents/cahsee09evalrptv1.pdf (2MB).

Becker, D.E., Wise, L.L., & Watters, C. (Eds.) (2010a) *Independent evaluation of the California High School Exit Exam (CAHSEE) 2010 biennial report* (FR-10-01). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/documents/cahsee10biennlrpt.pdf (2.6MB)

Becker, D.E., Wise, L.L., & Watters, C. (Eds.) (2010b) *Independent evaluation of the California High School Exit Exam (CAHSEE) 2010 evaluation report, Volume 1* (FR-10-56). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/documents/cahsee10eval1.pdf (2MB).

Becker, D.E., Wise, L.L., & Watters, C. (Eds.) (2010c) *Independent evaluation of the California High School Exit Exam (CAHSEE) 2010 evaluation report, Volume 2: Appendices* (FR-10-56). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/documents/cahsee10eval2.pdf 5MB).

Cadiero-Kaplan, K., Lavadenz, M., & Armas, E. (2012). *Essential Elements of Effective Practices for English Learners Policy Brief*. Long Beach, CA: Californian's Together. [Online]. Available: http://www.californianstogether.org/reports/

California Department of Education. (2003). *CAHSEE Language Arts Blueprint*. Retrieved from http://www.cde.ca.gov/ta/tg/hs/admin.asp.

California Department of Education. (2003). *CAHSEE Mathematics Blueprint*. Retrieved from http://www.cde.ca.gov/ta/tg/hs/admin.asp.

California Department of Education. (2013). *DRAFT California English Language Development Standards Implementation Plan.* [Online]. Available: http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Center on Education Policy (CEP). (2002). *State High School Exit Exams 2002 Annual Report.* Washington, DC: Author.

Center on Education Policy (CEP). (2011). *State High School Tests: Changes in State Policies and the Impact of the College and Career Readiness Movement.* Washington, DC: Author.

Center on Education Policy (CEP). (2012). *State High School Exit Exams: A Policy in Transition.* Washington, DC: Author.

Darling-Hammond, L., Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher*

development in the United States and abroad. Washington, DC: National Staff Development Council.

Gwet, K. 2001 *Handbook of inter-rater reliability: How to estimate the level of agreement between two or multiple raters*. Gaithersburg, MD: STATAXIS.

Hanushek, Eric A. "Valuing Teachers: How Much is a Good Teacher Worth?" *Education Week,* 11(3), Summer 2011, pp. 40–45.

Heckman, J. J., & Krueger, A.B. (2005). *Inequality in America: What role for human capital policies?* MA: MIT Press.

Johnson, D. R., Thurlow, M. L., & Stout, K. E. (2007). *Revisiting graduation requirements and diploma options for youth with disabilities: A national study* (Technical Report 49). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C. J., Altman, J., & Thurlow, M. (2006). *A state guide to the development of universally designed assessments.* Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C.J., Thompson, S.J., Miller, N.A., & Thurlow, M.L. (2008).*Universal design and multi-method approaches to item review.* Educational Measurement: Issues and Practice, *27 (1),* 25–36.

Kim, Jinok, & Herman, Joan L. *Understanding Patterns and Precursors of ELL Success Subsequent to Reclassification.* Los Angleles, CA: CRESST, UCLA, 2012)

Kruger, Louis J. (2009). *Children left behind*. A documentary produced by Northeastern University and the Massachusetts School Psychologists Association. See http://www.childrenleftbehind.com/

National Research Council, 2012. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.*

No Child Left Behind Act of 2001. Public Law 107-110.

No Child Left Behind Act Regulation, Section 200.2(b)(2) (July 5, 2002).

Nye, B., Constantopoulos S., &Hedges, L.V. "How Large are Teacher Effects?" *Educational Evaluation and Policy Analysis.* Fall 2001, Vol. 26, No.3, pp.237-257.

Olsen, Laurie, *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*. Long Beach, CA: Californians Together, 2010.

Reardon, S. F., Attebery, A., Arshan, N. and Kurleander, M. (2009). *Effects of the California High School Exit Exam on student persistence, achievement, and graduation*. Stanford University: Institute for Research on Education Policy and Practice.

Shrout, P. E., and J. L. Fleiss. 1979. Intraclass correlations: Uses in assessing rater reliability. *Psychological Bulletin, 86,* 420–428.

Shavelson, R. J., N. M. Webb, and G. L. Rowley. 1989. Generalizability theory. *American Psychologist, 44* (6), 922–932.

Thompson, S.J., C. J. Johnstone, and M. L. Thurlow. (2002). Universal Design principles applied to large-scale assessments (Synthesis Report 44). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Tinsley, H. E. and D. J. Weiss. 1975. Interrater reliability and agreement of subjective judgments. *Journal of Counseling Psychology, 22*, 358–376.

Thompson, S.J., Johnstone, C.J., Anderson, M. E., & Miller, N. A. (2005). *Considerations for the development and review of universally designed assessments* (Technical Report 42). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Webb, N. L. (1997). *Criteria for alignment of expectations and assessments in mathematics and science education* (Research Monograph No. 6)*.* Washington, D.C.: Council of Chief State Schools Officers.

Webb, N. L. (1999). *Alignment of science and mathematics standards and assessments in four states.* (Research Monograph 18). Madison, WI: National Institute for Science Education and Council of Chief State School Officers. (ERIC Document Reproduction Service No. ED440852)

Webb, N. L. (2005). *Web alignment tool: Training manua*l. Madison, WI: Wisconsin Center for Education Research.

Wise, L.L., Becker, D.E., Butler, F. L., Schantz, L. B., Bao, H., Sun, S., Campbell, H. L. (2006, October 31). Independent evaluation of the *California High School Exit Examination (CAHSEE): 2006 evaluation report.* (HumRRO Final Report FR–06–91). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/year7.asp.

Wise, L.L., Becker, D.E., Harris, C.D., Sun, S., Wang, X., & Brown, D.G. (2004b, September 30). Independent evaluation of the *California High School Exit Examination (CAHSEE): Year 5 evaluation report.* (HumRRO Final Report FR–04–53). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/year5.asp

Wise, L.L., Becker, D.E., Harris, C.D., Taylor, L.R., Johnstone, C.J., Miller, N.A., Thompson, S.A., Sun, S., Shen, X., Butler, F.L., Wang, X., Koger, L.E., Moody, R., Deatz, R.C., Koger, M.E., Dickinson, E.R., Gensberg, S., Hilton, R.A., Kelley, N.L., & Stevens. C. (2005). Independent evaluation of the *California High School Exit Examination (CAHSEE): 2005 evaluation report – Volumes 1-3.* (HumRRO Final Report FR–05–43). Alexandria, VA: Human Resources Research Organization. [Online]. Available: http://www.cde.ca.gov/ta/tg/hs/year6indepeval.asp.

Wise, L. L., Hoffman, R. G., & Harris, C. D. (2000). *The California High School Exit Examination (HSEE): Evaluation plan*. Alexandria, VA: Human Resources Research Organization.

Wise, L.L., Harris, C.D., Sipes, D.E., Hoffman, R.G., & Ford, J.P. (2000a, June 30). *High School Exit Examination (HSEE): Year 1 evaluation report* (HumRRO Preliminary Report IR–00–27r). Alexandria, VA: Human Resources Research Organization.

Wise, L.L., Harris, C.D., Brown, D.G., Becker, D.E., Sun, S., & Coumbe, K.L. (2003b, September 30). *California High School Exit Examination (CAHSEE): Year 4 evaluation report* (FR-03-64r). Alexandria, VA: Human Resources Research Organization.

Wise, L.L., Harris, C.D., Koger, L.E., Bacci, E.D., Ford, J.P., Sipes, D.E., Sun, S., Koger, M.E., & Deatz, R.C. (2003a, May 1). *Independent evaluation of the California High School Exit Examination (CAHSEE): AB 1609 study report—Volumes 1 & 2.* (HumRRO Final Report FR–03–21). Alexandria, VA: Human Resources Research Organization.

Wise, L.L., Harris, C.D., Koger, L.E., Bacci, E.D., Ford, J.P., Brown, D.G., Becker, D.E., Sun, S., Koger, M.E., Deatz, R.C., & Coumbe, K.L. (2004a, February 1). *Independent evaluation of the California High School Exit Examination (CAHSEE): Second biennial report* (FR-04-01). Alexandria, VA: Human Resources Research Organization.

Wise, L.L., Sipes, D.E., George, C. E., Ford, J.P., & Harris, C.D. (2001, June 29). *California High School Exit Examination (CAHSEE): Year 2 evaluation report* (HumRRO Interim Evaluation Report IR–01–29r). Alexandria, VA: Human Resources Research Organization.

Wise, L.L., Sipes, D.E., Harris, C.D., Collins, M.M., Hoffman, R.G., & Ford, J.P. (2000b, August 25). *High School Exit Examination (HSEE): Supplemental year 1 evaluation report* (HumRRO Supplemental Report IR–00–37). Alexandria, VA: Human Resources Research Organization.

Wise, L.L., Sipes, D.E., Harris, C.D., Ford, J.P., Sun, S., Dunn, J., & Goldberg, G. L. (2002b, June 28). *California High School Exit Examination (CAHSEE): Year 3 evaluation report.* (HumRRO Interim Report IR–02–28). Alexandria, VA: Human Resources Research Organization.

Wise, L.L., Sipes, D.E., Harris, C.D., George, C. E., Ford, J.P., & Sun, S. (2002a, January 29). *Independent evaluation of the California High School Exit Examination (CAHSEE): Analysis of the 2001 administration.* (HumRRO Evaluation Report FR–02–02). Alexandria, VA: Human Resources Research Organization.

Wolf, Mikyung Kim, Herman, Joan L., & Dietel, Ronald. *Improving the Validity of English Language Learner Assessment Systems*. Los Angeles, CA: CRESST, UCLA, 2010.

Zabala, D., Minnici, A., McMurrer, J., Briggs, L. (2008). *State high school exit exams: Moving toward end-of-course exams.* Washington, DC: Center on Education Policy.

Zau, A. C. and Betts, J. R. (2008). *Predicting success, preventing failure: An investigation of the California High School Exit Exam*. San Francisco, CA: Public Policy Institute of California.

Glossary of Acronyms

Acronym	Gloss
ACT	American College Testing (former name, now just acronym)
AE	Adult Education
AP	Advanced Placement
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BCLAD	Bilingual, Cross-cultural, Language, and Academic Development
CABE	California Association for Bilingual Education
CAHSEE	California High School Exit Examination
CALPADS	California Longitudinal Pupil Achievement Data System
CASEMIS	California Special Education Management Information System
CBEDS	California Basic Education Data System
CC	Common Core
CCR	California Code of Regulations
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
CDE	California Department of Education
CELDT	California English Language Development Test
CEP	Center on Education Policy
CHSPE	California High School Proficiency Examination
CLAD	Cross-cultural Language and Academic Development
CMA	California Modified Assessment
CPEC	California Postsecondary Education Commission

CSL	Chief Scoring Leader
CST	California Standards Test
CSU	California State University
DELAC	District English Learner Advisory Committee
DIF	Differential Item Functioning
EAP	Early Assessment Program
EC	California Education Code
ED	Economically Disadvantaged
EDI	Explicit Direct Instruction
EL	English Learners
ELA	English-language Arts
ELAC	English Learner Advisory Committee
ELAS	English Language Acquisition Status
ELD	English Language Development
ELL	English Language Learners
ELM	Entry Level Mathematics
ELPA	English Language Proficiency Assessments
ELSSA	English Learner Subgroup Self Assessment
EO	English Only
EPT	English Placement Test
ESEA	Elementary and Secondary Education Act
ETS	Educational Testing Service
FERPA	Family Educational Rights Privacy Act
GATE	Gifted and Talented Education
GED	General Educational Development (Test)

GPA	Grade Point Average
HumRRO	Human Resources Research Organization
IEP	Individualized Education Program
IFEP	Initially Fluent English Proficient
IRT	Item Response Theory
LEA	Local Educational Agency
LEP	Limited English Proficiency
MEP	Migrant Education Program
MSIN	Migrant Student Information Network
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind (federal law)
NGA	National Governors Association
NSC	National Student Clearinghouse
NSLP	National School Lunch Program
PARCC	Partnership for Assessment Readiness for Colleges & Careers
PASS	Portable Assisted Study Sequence
PD	Professional Development
PHO	Post High School Outcomes
PLC	Professional Learning Community
RFEP	Reclassified/Redesignated Fluent English Proficient
RFP	Request for Proposals
SAT	Scholastic Aptitude Test (former name, now just SAT)
SBAC	Smarter Balanced Assessment Consortium
SBE	State Board of Education
SDAIE	Specially Designed Academic Instruction in English

SDC	Special Day Class
SE	Special Education
SEI	Structured English Immersion
SELPA	Special Education Local Plan Area
SES	Supplemental Educational Services
SIOP®	Sheltered Instruction Observation Protocol
SKE	Skills, Knowledge, and Experience
SPAC	State Parent Advisory Council (plans, operates, & evaluates state's Migrant Education plan)
SSDP	State Service Delivery Plan
SSV	Senior Student Survey
ST	Student Tracker
STAR	Standardized Testing and Reporting
SVP	Specific Vocational Preparation
SWD	Students with Disabilities
TOSA	Teacher on Special Assignment
UC	University of California

Appendix A: Middle School English Learner Study Recruitment Letters

Recruitment E-mail Sent from CDE to LEA CAHSEE Coordinators

SUBJECT: LEA Collaboration on HumRRO Intervention and Remediation Study

Dear CAHSEE District Coordinator:

As part of the ongoing evaluation of the California High School Exit Examination (CAHSEE), the California Department of Education has authorized Human Resources Research Organization (HumRRO), the independent evaluator of the CAHSEE since 2000, to conduct a study to investigate factors that influence CAHSEE test scores for students who were identified as at risk in middle school. I would like to enlist your support for this new study.

This will be a retrospective pilot study of programs, interventions, and remediation strategies provided to middle school students classified as at risk of not succeeding on the CAHSEE on the basis of their grade-seven Standardized Testing and Reporting (STAR) test scores. Additionally, the study will focus on English learners (ELs) and students with disabilities (SWD). The study's target population warrants closer examination because CAHSEE passing rates for at-risk students, ELs, and students with disabilities continue to trend lower than rates for the general population.

Next steps include:

- HumRRO will contact you in the next few weeks to invite one or more middle schools in your local education agency (LEA) to collaborate in this effort.
- HumRRO will plan telephone interviews and site visits with school personnel this spring to collect qualitative data about middle school programs, interventions, and remediation strategy efforts for at-risk students.
- In later stages of the study, HumRRO will use outcomes of the qualitative data collection to construct a Web-based survey.
- Focus group meetings with reviewers from participating LEAs via conference calls and Webinars will be conducted to refine the Web-based survey.
- The Web-based survey will be fielded with school principals, teachers, and LEA respondents in the fall of 2013.
- Finally, HumRRO will aggregate survey results and analyze student outcomes associated with the intervention and remediation efforts, reporting draft findings in the *2013 CAHSEE Independent Evaluation Annual Report* and summarizing major findings in the *2014 CAHSEE Independent Evaluation Biennial Report*.

I believe this important study will engage the learning community and not only help plan for implementing quality interventions but also help assess and share high-impact methods, inform the counseling efforts for individual students, and help evaluate current LEA intervention programs.

Respectfully,
/s/
Patrick Traynor, Ph.D.
Director, Assessment Development and Administration Division

Recruitment E-mail Sent from HumRRO to LEA CAHSEE Coordinators

SUBJECT: HumRRO Independent Evaluator for CAHSEE Research Study

Dear CAHSEE Coordinator,

You have likely just breathed a sigh of relief, now that the census administrations of the CAHSEE are behind you!

I am following up on a letter e-mailed to you by Sheila Self (below) on behalf of Patrick Traynor, the Director for the California Department of Education's Assessment Development and Administration Division, to enlist your support in a study Human Resources Research Organization (HumRRO), the independent evaluator of the CAHSEE, is conducting this spring and fall. This will be a retrospective pilot study of programs, interventions, and remediation strategies provided to middle school students classified as "at risk" on the basis of their grade seven CST ELA and mathematics (STAR) test scores.

HumRRO is inviting your LEA to participate because your LEA includes one or more feeder middle schools that are to be included in our study. **I am requesting that you add the following information to the attached Excel file and e-mail it to me at your earliest convenience, <u>but no later than March 22, 2013:</u>**

1. Name and contact information for one staff person from your LEA who has knowledge about English language learner (ELL) services, programs, and reclassification processes for middle school and high school students. Ideally, this person worked in your LEA within the time period of 2009 to 2012.

2. Name and contact information for the principal(s) of the listed feeder middle school(s)

We will use the contact information to schedule telephone interviews within the next month. Based on our findings from the interviews, we will be following up with in-person visits this spring to a small number of schools and LEAs for more in-depth qualitative data collection about intervention, remediation, and ELL reclassification efforts.

I would appreciate your forwarding this e-mail to the individuals for whom you are providing contact information, as an introduction to this opportunity for collaboration. HumRRO respects the expertise and professional dedication of your LEA and school staff, and we look forward to working with you on this important study.

I will be happy to answer questions, and I can be reached by phone or e-mail Monday-Friday from 8 a.m. - 5 pm, or at earlier or later times by appointment.

Thank you for your assistance!

Michele Hardoin
Project Director,
CAHSEE Independent Evaluation

Interviewee Recruitment E-mail Sent from HumRRO to Middle School Principals

HumRRO Independent Evaluator for CAHSEE Research Study – [LEA Name], [Middle School Name]

Dear [Principal Name],

Good afternoon!

Your LEA's CAHSEE Coordinator provided me with your contact information so that I could include your school in a study my organization, Human Resources Research Organization (HumRRO), is conducting for the California Department of Education this spring and fall. This will be a retrospective pilot study of programs, interventions, and remediation strategies provided to middle school students classified as at risk on the basis of their grade seven CST ELA and mathematics (STAR) test scores.

In case you did not receive a forwarded chain of e-mails regarding the study from your CAHSEE coordinator, I am including them below.

- E-mail from Sheila Self (CAHSEE Office Program Consultant) with attachment letter from the Director for the California Department of Education's Assessment Development and Administration Division to enlist support in the study
- E-mail from HumRRO to request contact information from your LEA

Your school's participation will not be time consuming or use up valuable (and limited) school resources! We are asking for about 3/4 hour of time for one telephone interview with the staff member at your school who is most knowledgeable about English language learner (ELL) instruction, services, programs, and reclassification processes that were in place from 2009 through 2012 for your middle school students. We will plan the interview time and date around your staff member's availability and will provide the interview questions prior to the call.

We are requesting that you provide the name and contact information for your school's staff person in the attached Excel file at your earliest convenience to enable us to schedule the telephone interview. Ideally we would hear from you by April 2, 2013, but we understand this request may be reaching you just before or during break, and you may need a little more time.

Based on our findings from the interviews, we will be following up with in-person visits this spring to a very small number of schools for more in-depth qualitative data collection about intervention, remediation, and ELL reclassification efforts.

HumRRO looks forward to collaborating with your school on this important study. I will be happy to answer questions, and I can be reached by phone or e-mail Monday-Friday from 8 a.m. - 5 p.m., or at earlier or later times by appointment.

Thank you for your assistance!

Michele Hardoin
Project Director,
CAHSEE Independent Evaluation

Scheduling E-mail Sent from HumRRO to Interviewees

Subject: CDE CAHSEE Research Study – Intervention and Remediation for EL Students

Dear English learner specialists and coordinators,

I am contacting you to schedule a telephone interview with each of you as part of a study my organization, Human Resources Research Organization (HumRRO), is conducting for the California Department of Education this spring. This will be a retrospective pilot study of programs, interventions, and remediation strategies provided to middle school students, in particular English learners.

As we informed your LEA's CAHSEE Coordinator or school principal, we will take about 3/4 hour of your time to discuss English learner (EL) instruction, services, programs, and reclassification processes that were in place from 2009 through 2012 for your middle school students. We will plan the interview time and date around your availability. Prior to the call, we will provide you with a copy of the interview questions and the call-in information for our toll-free line.

We are aiming to conduct the interviews within the month of April. Here are two dates and blocks of time for you to review against your schedule:

- [1st date/time window]
- [2nd date/time window]

Please reply at your earliest convenience with your preferred date and start time for our telephone interview, along with one alternate date and time. If these options don't work for you, please suggest two dates and times when you are available.

I look forward to our interview! If you have questions about the study, please contact HumRRO's CAHSEE Independent Evaluation Project Manager, Michele Hardoin (831-375-5335 or mhardoin@humrro.org).

Thank you for your assistance!

[Researcher's name]
HumRRO
CAHSEE Independent Evaluation

Appendix B: Interview Protocols for Middle School English Learner Study

Interview Protocol for Middle School English Learner Coordinator

*Note for HumRRO Researchers: EL students are tested annually on the **CELDT** (California English Language Development Test) and test into one of five English proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Eventually they can be reclassified based on local district policy, which must include CELDT performance, performance in basic skills in English Language Arts, teacher evaluation, and parent input. Once EL students are reclassified, they may be placed in regular English courses. This process is called being "**RFEP**d" (i.e., Reclassified Fluent English Proficient). Other terms you may hear are **ELD**—English Language Development and **SDAIE**—Specially Designed Academic Instruction in English; three classroom settings: **ELI**—English Language Immersion, **ELM**—English Language Mainstream, or **AIt** —Alternative Program; **CLAD**—Crosscultural Language and Academic Development Certificate, and **BCLAD**—Bilingual Crosscultural Language and Academic Development Certificate or Credential.*

Introductory Script
This study is investigating strategies, programs, and supports offered to EL students in middle school. We are particularly interested in learning about the school years from 2009 through 2012. We will be asking you to point out any changes implemented within this time frame to help us understand the context of the different school years with respect to EL students at this school.

Before we begin, how about if you give me a very brief description of your role at this school (*and first year at school*)?

1. A. Describe the EL population at this school. *(number of students, overall percent of ELL/RFEP, distribution of students among different languages, etc.)*

   B. Was the population very different 3 years ago? If so, please explain. (*We will be standardly asking this follow up question, but for brevity's sake I'm not including it beyond this point in the draft protocol.)*

2. A. Describe the math and ELA instructional settings at your school for EL students *(mainstreamed into regular classroom for math, ELD1 -3 delivered in separate classes, etc.)*

   B. How many staff members are needed to implement your EL program(s)? (*Credentialed teachers, resource teachers, aides, volunteers, etc.)*

   C. Has your staffing of EL programs in the past 3 years changed? If so, describe how and why *(e.g., due to fiscal challenges more students have been moved into a mainstream classroom, less funding for tutoring, etc.)*

3. A. Do EL students ever receive content instruction in math or reading in their native language, or is content taught only in English (SDAIE)?

   B. What percent of EL students receive content instruction in their native language?

4. A. Describe the instructional materials *(e.g., publisher, dates of textbooks*) your school uses for mainstream mathematics and ELA.

   B. Describe any supplemental instructional materials provided to EL students in the content areas of mathematics and ELA.

5. A. How does your school monitor (or measure) an individual student's grade level progress? *(Looking for evidence of IEPs for SWD, advisor-advisee activities, systematic review of test data, etc.)*

   B. Is any different or additional process or measurement used for EL students?

   C. If your school has begun transitioning to the Common Core State Standards (CCSS), describe steps taken and when.

   D. Describe the role your LEA has in monitoring individual student progress. (*e.g., benchmark assessments, performance based, rubrics, formative, etc.*)

6. A Describe how general education, special education, and EL teachers plan or collaborate together on instruction or discuss a particular student's needs. *(regular, grade level, by or across content areas, ongoing meetings, annual or as-needed, not at all.)*

   B. Is the EL department involved in *(included, invited, or required to attend)* any formal or informal professional development for your school's general ed teachers?

   C. What follow-up steps take place to help ensure that teachers use what they learn in professional development training with their EL students?

7. A. Describe your school's process for reclassifying EL students (RFEP) (*who's involved, any LEA guidance, formal vs informal procedures*).

8. A. Describe any programs or services your school offers to support EL students, from an academic perspective (*e.g., tutoring, AVID, E-AVID*).

   B. Describe any programs or services your school offers to support EL students, OTHER THAN academically (e.g., *social clubs*, *presentations, sports, after school activities, formal or informal mentoring*)

   C. Describe any other special support your school offers to EL students.

9.	A.	Describe any school programs that are designed especially for parents of EL students *(information presentations, parent engagement workshops, English learner advisory committee (ELAC), parent resource centers, liaison with community assistance, EL classes for adults, translation services, educational rights of parents, etc.)*, and explain your role in these programs.
	B.	What evidence do you have that your parent engagement strategies have been effective *(e.g., number of parents attending school events, parent-teacher meetings, PTA meetings, etc.)*?
10.	A	What information does your school communicate to students, including EL students, about the CAHSEE, and when and how is the information provided?
	B.	Do EL students have a clear understanding that in order to receive a high school diploma, they must pass the CAHSEE?
	C.	What information does your school communicate to parents, including parents of EL students, about the CAHSEE, and when and how *(in their native language*?) is the information provided?
	D.	Do parents have a clear understanding that their student must pass the CAHSEE to receive a high school diploma?
11.	A	Have you seen any changes in student motivation or attitude in your EL students from 2009 to 2012? *(increased/decreased absence rates, changes in amount of discipline referrals, dropping out of school for example).*
	B.	Can you offer any explanations that may help account for the changes?
12.	A	What recommendations would you make to improve the level of support and engagement for the EL students at this school?

Interview Protocol for LEA English Language Learner Coordinator

*Note for HumRRO Researchers: EL students are tested annually on the **CELDT** (California English Language Development Test) and test into one of five English proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Eventually they can be reclassified based on local district policy, which must include CELDT performance, performance in basic skills in English Language Arts, teacher evaluation, and parent input. Once EL students are reclassified, they may be placed in regular English courses. This process is called being "**RFEP**d" (i.e., Reclassified Fluent English Proficient). Other terms you may hear are **ELD**—English Language Development and **SDAIE**—Specially Designed Academic Instruction in English; three classroom settings: **ELI**—English Language Immersion, **ELM**—English Language Mainstream, or **AIt** —Alternative Program; **CLAD**—Crosscultural Language and Academic Development Certificate, and **BCLAD**—Bilingual Crosscultural Language and Academic Development Certificate or Credential.*

Introductory Script
This study is investigating strategies, programs, and supports offered to EL students in middle school. We are particularly interested in learning about the school years from 2009 through 2012. We will be asking you to point out any changes implemented within this time frame to help us understand the context of the different school years with respect to your LEA's programs and services for EL students, particularly middle school students.

Before we begin, how about if you give me a very brief description of your role at this LEA (*year first at LEA*)?

1.	A.	Describe the EL population –middle school grades in particular - your LEA supports. *(number of students, overall percent of ELL/RFEP, distribution of students among different languages, migrants, immigrants, etc.)*
	B.	Was the population very different 3 years ago? If so, please explain. (*We will be standardly asking this follow up question, but for brevity's sake I'm not including it beyond this point.)*
2.	A.	Describe the staff members who support your department: their roles, activities, and any special skills or qualifications.
	B.	Has your staffing of EL programs and services in the past 3 years changed? If so, describe how and why (*e.g., changes in Title III or other funding, change in demand for services, etc.)*
3.		What resources does your department use to help inform development of or changes to your EL program and services (*e.g., expert consultants, CDE's 2010-11 Webinars "Improving Education for English Learners: Research-Based Approaches," WestEd's web site Schools Moving Up PPs, handouts, etc.)*?

4. Describe the EL programs and services your LEA provides. [*Follow up for each one described:*
   - How it is funded (*Local/district, state, national? Title 1, levy, grant, reallocation of available funding?)*
   - How it was developed/designed *("off the shelf" purchase, developed locally, through an educational consortium? Who was involved in development?)]*

   A. Programs/services to develop students' English proficiency (*ELD instructional materials, guidelines for use of ELD instructional time, guidelines for using CELDT data to differentiate instruction)*

   B. Programs/services to give EL students meaningful access to academic content instruction *(e.g., prioritized standards, glossaries,)*

   C. Other (nonacademic) programs/services for EL students

5. A. Describe the professional development your LEA provides to general ed teachers, ELD teachers, principals, administrators, or other school or community-based organizational personnel *(e.g., research-based instructional practices such as use of linguistic scaffolds, teacher coaching practices, evaluation of teacher effectiveness*)

   B. What follow-up steps does your LEA take to help ensure that participants in professional development use what they learn in training?

6. A. Describe your LEA's placement policies for EL students with respect to classroom setting (*SEI, ELM, Alt*) in middle school grades.

   B. Describe your LEA's process for reclassifying EL students (RFEP) (*who's involved, formal vs informal procedures, goal setting*).

   C. Describe your LEAs intervention policies for EL middle school students who are not progressing in English proficiency (*address communication of with students, general education teachers, parents*)

7. A. How does your LEA monitor (or measure) students' grade level progress? *(benchmark assessments, standardized performance-based, rubrics, systematic review of test data, etc.)*

   B. Is any different or additional process or measurement used for EL students?

   C. If your LEA has begun transitioning to the Common Core State Standards (CCSS), describe steps taken and when.

8.	A.	Describe any self-evaluation your LEA has conducted with regard to services and programs you provide to EL students (*did they use English Learner Subgroup Self-Assessment or ELSSA Toolkit from CDE/WestEd? other ways to monitor LEA's EL students' progress on CELDT, CST, time to be RFEPd?*)
	B.	Explain the outcomes of the self-evaluation, if conducted, and describe how it was translated into action items with regard to your LEA's EL services and programs.
9.	A.	Describe any LEA programs that are designed especially for parents of EL students *(information presentations, parent engagement workshops, English learner advisory committee (ELAC), parent resource centers, liaison with community assistance, EL classes for adults, translation services, educational rights of parents, etc.)*, and explain your role in these programs.
	B.	What evidence do you have that your parent engagement strategies have been effective *(e.g., number of parents attending outreach events, response to written communications, etc.)*?
10.	A	What information does your LEA communicate to middle schools about the CAHSEE, and when and how is the information provided?
	B.	Do you think middle school EL students in your LEA have a clear understanding that in order to receive a high school diploma, they must pass the CAHSEE?
	C.	What information does your LEA communicate to parents, including parents of middle school EL students, about the CAHSEE, and when and how *(in their native language*?) is the information provided?
	D.	Do you think parents of middle school EL students have a clear understanding that their student must pass the CAHSEE to receive a high school diploma?
11.	A	Have you seen any changes in student motivation or attitude in your EL students from 2009 to 2012? *(increased/decreased absence rates, changes in amount of discipline referrals, dropping out of school for example).*
	B.	Can you offer any explanations that may help account for the changes?
12.		What recommendations would you make to improve the level of support and engagement for the EL students at this LEA?

Appendix C: Crosswalk Between Interview Protocols for Middle School English Learner Study

Middle School Protocol Question	LEA Protocol Question	Target Topic
1 A-B	1 A-B	EL population
2A		EL Instructional settings
2 B-C	2 A-B	EL Staff members
3 A-B		Language of instruction for EL students
	3	Resources to inform EL program and services
4 A-B		Instructional materials
8 A-C	4 A-C	EL programs and services provided
6 B-C	5 A-B	Professional development
6A		Collaboration among teachers for EL student needs
	6 A, C	EL placement and intervention policies
7	6B	RFEP process
5A-D	7 A-C	Monitoring student progress
	8 A-B	Self-evaluation of EL programs and services
9 A-B	9 A-B	Programs for EL parents
10 A-D	10 A-D	Information to students and parents about CAHSEE
11 A-B	11 A-B	Changes in EL student motivation or attitude
12	12	Recommendations to support EL students

Appendix D: Middle School English Learner Study
Programs of Professional Development at Participating Middle Schools and LEAs

Program Title	Description *(quoted from program Web site)*
Action Learning Systems, Direct Interactive Instruction (DII)	http://www.actionlearningsystems.com The Action Learning Systems model for whole school reform and professional development training is based on the learning theory and research bases of Rosenshine, Bereiter, Bloom, and Block; studies of school structure and culture by Lazotte and Slavin; and more recent studies by Marzano, Guskey, and Perkins on student achievement and performance gains as measured by academic achievement tests and other measurements. Action Learning Systems' comprehensive reform model components include: • Standards-Based Curriculum and Assessment • Research-Based Strategy Instruction • Data-Driven Decision Making • Targeted Professional Development • Achievement-Driven Structure and Support • Academic-Centered Family and Community Engagement
Capturing Kids' Hearts	http://www.flippengroup.com/education/ckh.html A 3-day off-site learning experience that provides tools for administrators, faculty, and staff to build positive, productive, trusting relationships — among themselves and with their students. Participants will learn proven, repeatable skills that help: • Develop safe, trusting, self-managing classrooms • Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance • Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior • Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching • Develop students' empathy for diverse cultures and backgrounds
English 3D Scholastic, Inc.	Developed with Dr. Kate Kinsella, one of the nation's leading scholars on instruction and achievement of secondary English learners, English 3D is a new English language development program designed to ensure proficiency in the "language of school"—the academic vocabulary, speaking, listening, and writing vital to success in school and life. English 3D is ideal for academic language learners, including long-term English language learners, advanced ELL/ELD students, and community dialect speakers.

Program Title	Description *(quoted from program Web site)*
Explicit Direct Instruction (EDI) DataWorks	http://www.dataworks-ed.com/research/edi EDI is a strategic collection of instructional practices combined to help teachers design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students. EDI is an approach that encompasses our goal of improving learning for all students and especially for low-performing students. EDI Lesson Delivery Strategies: • Checking for Understanding – TAPPLE, Rephrase, Apply, Justify, Higher order questions • Teaching strategies – Model, Explain, Demonstrate the Rule of Two (Teacher models the thinking to solve a problem, and the student immediately works on a similar problem. "I do, you do.") • Content Area Literacy • Comprehensible Input (modified speech, clear academic tasks, multi-modality) • Contextual clues (Contextualized definitions, gestures, visual aids, graphic organizers, word banks, etc.) • Academic, content, and support vocabulary development
Focus on Results	http://www.publicconsultinggroup.com/education/Strategic_Planning/TurnaroundServices.html Our customized tools and processes help schools and their leaders create the right conditions for the success of their students. We design specific solutions for each district with which we work, build capacity so that districts can turn around their schools, and give educators concrete tools and processes they can use to achieve results. • Our focus is on helping key personnel work collaboratively. • We provide hands-on and follow-up support to teachers and administrators. • We bring the focus back on the practical work of improving what happens every day in the classroom and increasing the effectiveness of all teachers.
Marzano Vocabulary	http://www.marzanoresearch.com/vocabulary Effective teachers select terms for direct instruction, use a research-based process to teach those terms, and assess and track students' progress with new terms.
Positive Behavioral Interventions and Supports (PBIS)	http://www.pbis.org/ Schoolwide PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
Project GLAD	http://projectglad.com/ Project GLAD is a model of PD in language acquisition and literacy…[designed to] promote English language acquisition, academic achievement, and cross-cultural skills.

Program Title	Description *(quoted from program Web site)*
QTEL	http://qtel.wested.org/cs/tqip/print/docs/qt/home.htm Grounded in sociocultural learning theory (the Zone of Proximal Development and scaffolding theory are key), teachers experience QTEL as a coherent, compelling way to work with students. They learn concrete ways to challenge and support their English language learners — and they understand why those strategies make sense. Six principles guide QTEL's work with and on behalf of teachers and students: • Sustain academic rigor • Hold high expectations • Infuse metaprocesses in the Education of English Language Learners • Engage in quality teacher and student interactions • Sustain a language focus • Develop a quality curriculum
School Leadership for English Learner Success	http://www.ocde.us/SSI/Pages/Secondary-School-Leadership-for-English-Learner-Success.aspx The goal of this five-day series is to provide a school's leadership team with tools, structures, and activities to increase the capacity of the entire staff to support high EL achievement. Ideally, teams should be comprised of the following faculty: administrator(s), counselor(s), EL director/coordinator(s), and teacher leaders. The training focuses on five key themes: • Knowing our EL students • Supporting effective instruction for ELs • Designing an effective and comprehensive program for ELs • Understanding and using EL student data • Leadership and infrastructure for EL success
Sheltered Instruction Observation Protocol (SIOP®)	http://siop.pearson.com/about-siop/index.html The SIOP® Model offers an empirically-validated approach to teaching that helps prepare all students—especially English learners –to become college and career ready. There are eight interrelated components to The SIOP® Model: • Lesson preparation • Building background • Comprehensible input • Strategies • Interaction • Practice and application • Lesson delivery • Review and assessment
SWUN Math	http://swunmath.com/wp-content/uploads/2013/05/swun-common- core.pdf [Note, the preceding Web address is no longer valid.] Teachers must provide explicit instruction for students to develop proficiency with math vocabulary and fluency with the language needed to explain their thinking.

Program Title	Description *(quoted from program Web site)*
Thinking Maps	http://thinkingmaps.com/thinking_maps_common_core.php One of the six criteria for developing Common Core State Standards was that they should "Include rigorous content and application of knowledge through higher order skills." During Thinking Maps training, teachers develop an understanding of how to visually represent, or map, the critical thinking embedded in the Common Core State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding, which will empower them to become college and career ready.

Appendix E: Middle School English Learner Study
Programs for Parents of EL Students at Participating Middle Schools and LEAs

Program Title	Description *(quoted from program Web site)*
GEAR UP	http://www.castategearup.org/about-us/what-is-gear-up The California GEAR UP program, sponsored by the California Education Round Table at the Governor's request, is administered by the University of California. The program goal is to develop and sustain the organizational capacity of middle schools to prepare ALL students for high school and higher education through a statewide network of support for adults -- counselors, faculty, school leaders and families -- who influence middle school students. All program services are geared toward sustainability, with the goal that school change can be successful beyond the life of the grant cycle.
District English Learner Advisory Committee (DELAC)	http://www.cde.ca.gov/ta/cr/delac.asp Each California public school district, grades kindergarten through twelve, with 51 or more English learners must form a DELAC or subcommittee of an existing district-wide advisory committee. Responsibilities 1. Advise the district on programs and services for English learners. 2. Advise the district on development or revision of a district master plan of education programs and services for English learners. 3. Conduct a district-wide needs assessment on a school-by-school basis. 4. Establish district programs, goals, and objectives for programs and services for English learners. 5. Develop a plan to ensure compliance with any applicable teacher and instructional aide requirements. 6. Administer the annual language census (e.g., procedures and forms). 7. Review and comment on the district's reclassification procedures. 8. Review and comment on the written notifications required to be sent to parents and guardians.
English Learner Advisory Committee (ELAC)	http://www.cde.ca.gov/ta/cr/elac.asp Each California public school, grades kindergarten through twelve, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Responsibilities: 1. Advise the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA). 2. Assist the school in the development of the school's needs assessment, annual language census, and ways to make parents aware of the importance of regular school attendance.
Padres Promotores	http://www.edpartnerships.org/resources/padres-promotores-de-la-educaci%C3%B3n Padres Promotores de la Educación links parents to school services and delivers information on higher education to the community through non-traditional methods such as home visits, existing neighborhood associations and informal educational dialog.

Program Title	Description *(quoted from program Web site)*
California Association for Bilingual Education (CABE) Project2 Inspire	http://bilingualeducation.org/programs/2INSPIRE.php Project2 Inspire works with parents to increase their knowledge about schooling to ensure that parents have vital information about high quality educational options for their children (especially those traditionally underserved and/or attending Program Improvement schools). • All three levels [awareness, mastery, expert] of the program share the same objective and goal: To increase parental engagement in their child's learning at home, school, and/or community; and thereby increase their child's academic achievement.

Appendix F: Middle School English Learner Study
Interviewee Recommendations for Improving EL Student Support and Engagement

Middle School Interviewee Code	Transcribed interviewee responses to the question, **"What recommendations would you make to improve the level of support and engagement for the EL students at this school?"**
A1	Consistent use of adopted research material. No in-depth PD that is ongoing to understand how to effectively implement the program. We adopt the program, we review. Publisher comes and does an overview, but never an in-depth review of implementation. Need to know how to make choices for your students. Need follow up. The Reading First program was not that popular in CA. Training was a huge factor. I don't think our admins know if a teacher is using a program effectively. Ongoing EL SDAIE strategy and knowing who students are. Time for collaboration so that we can really look at students and where they are. Actually look at current student work, not just CST scores. We need level libraries in classrooms and don't have access to reading material. Not enough parent involvement and parent training to really get the parents comfortable with being involved in the student education.
I1	The big thing is class size, class size, class size – when it comes to any special group – you really require time and a chance to personalize instruction as much as you can. Strategic level classes have been capped at 30 – that really does make a difference, because our standard class size here 40-42. It gives us a chance to provide better education and more personalization!
B1	More parent involvement and more Bilingual clerks (BLTs). Single one now can't reach all students
D1	Focus more on LTELs and our Long-Term reclassified ELs that haven't met proficiency levels. Have staff be more aware of who those students are. I'm not quite sure about placement – if there's a different way we need to be addressing placement for our LTELs. Maybe we're hurting our kids by giving them support classes and denying them electives that are going to be more enriching. Already having these conversations at the site – what can we do differently – because doing the same thing and not getting the result you want is insanity, right? I am part a task force, hoping to get guidance and use it to see what kind of program/instructional day program would be the best for our LTELs to get them out of that rut.
F1	Could do better to support EL students/Could do more. Struggle with parent involvement. Many hoops to go through to get parents involved in school (fingerprints, background checks. Small turnout for parent invitations. Low SES plays a factor. High gang population in our area. In past, work with local churches. Didn't work, but could try again. Do a better job with PD and tracking EL progress.
G1	Establishing biliteracy class for 6th graders next year. Establishing Spanish for Spanish Speakers class. More community outreach regarding programs/offerings and continued parent education efforts.

Middle School Interviewee Code	Transcribed interviewee responses to the question, **"What recommendations would you make to improve the level of support and engagement for the EL students at this school?"**
H1	Better job following up on professional development effectiveness/ensuring teachers are using what they learn in PD. Coaching needs to focus on ELD – Staff should hone skills/learn strategies in teaching ELD classes' also more support around the actual ELD class vs ELD classes being thing on staff's mind. Getting students to reclassify, especially students in 6-8, who are in trouble if not reclassifying. Would like to see a separate ELD department formed if there were funds. But overall, would like to see more coaching and support for ELD.

LEA Interviewee Code	Transcribed interviewee responses to the question, **"What recommendations would you make to improve the level of support and engagement for the EL students at this LEA?"**
A	Need PD for teachers, especially with CCS and technology, to keep them updated.
B	Need to continue with professional development. Need major cultural education for our teachers. Need to continue parent outreach. Need to provide other ways for our students to learn (more art, music, etc.). Need smaller classes.
C	Currently very short staffed at district; limited resources.
E	Always need more funding. LTEL is an area of concern. Need teachers who teach newcomers to feel valued. Need to put an experienced teacher in those positions.
F	Struggle with the transition from ELD to ELA; High Point was developing, but not enough for students to be successful on ELA classes. Need to continue working on the transition between ELD and ELA; need to keep EL students at forefront of our thinking and provide adequate support for them as we transition to Common Core. Worked with WestEd to develop some strategies, no saturation of those strategies across the districts and professional development.
H	Continue to put a spotlight on ELs. Focus more on systematic changes, not just one-day workshops. Focus on newcomers vs LTEL, and ELD vs content, and pushing on those points and raising the level of EL achievement.
I	Need to use the right strategies. Teacher needs deep understanding of big ideas and concepts. Need to remember standards as teachers so student can master them. Put standards up front. Need student-to-student interaction. Need meaningful activities. Common Core strategies are working in language. Need more than "talk to your partner" without structure. Secondary teachers need to do more engagement—not just content. Need to give GATES training to all teachers.