2014 No. 045

Independent Evaluation of the California High School Exit Examination: 2014 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**
Michele M. Hardoin
Lauress L. Wise
Christa Watters

Date: **November 24, 2014**

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Human Resources Research Organization

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Independent Evaluation of the CAHSEE: 2014 Evaluation Report

Executive Summary

Lauress L. Wise, Michele M. Hardoin, D.E. (Sunny) Becker

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.

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 15 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 2014 annual evaluation report covers analyses of test results and other evaluation activities conducted from July 2013 through June 2014. Our evaluation included several routine activities we conduct each year:

- Analyzing test results for the current year.
- Reviewing the quality of the CAHSEE 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.
- Analyzing questionnaire responses students provided at the end of each testing session.
- Evaluating educational trends from other sources to find evidence for possible impact of the CAHSEE program on graduation and dropout rates, participation in advanced coursework, and such factors as SAT, ACT, and Advanced Placement test results.

Additionally, the current report describes results of phase two of a two-year effort to investigate programs, policies, and practices 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 6 (Findings and Recommendations) includes more detailed descriptions of each of the findings.

Key 2014 Evaluation Findings

As described in Chapter 2, *Analyses of CAHSEE 2013–14 Test Results*, the following findings emerged from our observations of test administration procedures, our analyses of scoring and test difficulty data, and our analyses of CAHSEE test results:

Key Finding 2.1: In general, test administrations are conducted in accordance with standard procedures; however, improvements in providing test variations could be made.

Key Finding 2.2: HumRRO found no significant problems with test scoring. Scoring consistency remained at acceptable rates and test forms had equivalent difficulty.

Key Finding 2.3: Performance on the CAHSEE continues to improve, but remains low for English learners and Students with Disabilities (SWD).

Key Finding 2.4: 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.

Key Finding 2.5: More high school students are taking mathematics courses beyond Algebra I.

Key Finding 2.6: The effectiveness of English language development programs appears to be improving.

Key Finding 2.7: 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:

Key Finding 3.1: 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.

Key Finding 3.2: Many students who are still attempting to meet the CAHSEE requirement in grade twelve are increasingly concerned with the possibility the CAHSEE will be a barrier to graduating, compared to their

concerns in grade ten. Also, most grade twelve students still attempting to pass the CAHSEE no longer plan to attend a four-year college compared to the proportion who planned to do so in grade ten, but most still expect to attend community college.

As described in Chapter 4, *Middle School English Learner Study*, we concluded our two-year study by collecting and analyzing survey data from local educational agency (LEA) staff and middle school staff, which led to the following findings:

Key Finding 4.1: A large proportion of all survey respondents (81%) reported having at least a moderate degree of familiarity with the 2012 California English Language Development (ELD) Standards (Table 4.11).

Key Finding 4.2: A substantial proportion of survey respondents are not at all or only slightly familiar with the overlap between content measured by the CAHSEE tests and content taught in middle school (46% for ELA, 40% for mathematics) (Tables 4.42 and 4.43).

Key Finding 4.3: One third of LEA EL coordinators, middle school principals, and middle school EL coordinators indicated that they have a local policy or procedure in place specifically to encourage reclassification of long term English learners (LTELs) (Table 4.25).

Key Finding 4.4: Most LEA EL coordinators, middle school principals, and middle school EL coordinators believe their local reclassification criteria are appropriate, but some believe they may be too rigorous.

Using two different indicators to split our sample of respondents into *higher-effective* and *lower-effective* LEAs, we analyzed survey data to identify possible correlations between LEAs' EL programs, policies, and practices and the success of these LEAs' students either (a) on the CAHSEE ELA test in grade ten, or (b) in achieving reclassification to RFEP status. This effort led to the following finding:

Key Finding 4.5: Higher-effective LEAs differed from lower-effective LEAs with regard to local requirements for three of the four reclassification criteria: minimum overall CELDT score, minimum score for basic skills in English, and teacher evaluation.

The following findings were derived from continuing analyses of trends in key educational outcomes, described in Chapter 5, *Trends in Educational Achievement and Persistence During the CAHSEE Era*:

Key Finding 5.1: Graduation rates have continued to improve and dropout rates continue to decrease. Over time, more students persisted into grade twelve and beyond. While gaps between demographic groups on all these measures are shrinking, substantial differences remain.

Key Finding 5.2: Participation in SAT and ACT college entrance examinations, as well as the percentage of students reaching key cut points, continued to increase 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

Since 2006, students who receive a California high school diploma have had to demonstrate competency in specific California content standards assessed by the CAHSEE, though exemptions or waivers were in place in many of those years for students with disabilities. The large, complex, and comprehensive CAHSEE assessment program was constructed with enormous amounts of energy and resources from California policy makers, CDE staff, and educators. During the last several years the CAHSEE program has operated in a maintenance phase, without new item development, within the context of a statewide shift of student assessment to align to the Common Core State Standards (CCSS).

With the passage of Assembly Bill (AB) 484, signed into law on October 2, 2013, the state embarked on a transition to a system of assessments and assessment tools that will take several years to complete. Effective on January 1, 2014, the California Assessment of Student Performance and Progress (CAASPP) assessment system replaced the Standardized Testing and Reporting (STAR) Program. The CAHSEE was not specifically addressed in AB 484, although the Superintendent recommended alternatives for consideration (including using Smarter Balanced ELA and mathematics high school assessments; using voluntary exams such as the PSAT, SAT, ACT, or AP as proxies; considering successful course completion without examination; considering end-of-course assessments; and considering matriculation examinations).

Until there is a legislative change, the CAHSEE requirement remains in the *California Education Code*, and LEAs are still required to administer the CAHSEE. However, the CAHSEE covers former content standards that, prior to the adoption of the CCSS, were targeted for instruction in grades eight to ten for ELA and six to seven with some grade eight Algebra I for mathematics. It has been fifteen years since the content requirements for the CAHSEE were first adopted by the State Board of Education (SBE). Preliminary screening of the CAHSEE item bank indicated limited alignment to the CCSS and, for mathematics, alignment of some items to the CCSS at a lower grade level. *While the CAHSEE requirement remains, there is an urgent need for action to respond to changes to curriculum and instruction that have already commenced in many LEAs, which are moving away from the prior content standards toward the CCSS.*

Prior to 2013 our evaluation reports included a variety of detailed recommendations. Given the current shift in California to instruction and 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 again this year on the need to revise the CAHSEE in response to these changes. We offer a primary overarching recommendation followed by additional specific considerations and recommendations.

General Recommendation 1: The State Board of Education and the California Department of Education should systematically review the graduation requirement and propose or endorse a specific alternative for consideration by the Legislature and the Governor.

This recommendation was made in our 2014 Biennial Report (Becker et al, 2014) and presented in briefings to the SBE and state legislature. The specific alternative could include significant changes to the CAHSEE requirement, ranging from dropping the requirement altogether to significantly increasing the scope and rigor of the targeted content standards.

With regard to possibly eliminating the requirement altogether, we point out that many 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 to a large extent, with gains continuing to be made. Over fifteen years, we have seen CAHSEE test scores rise, overall and for demographic groups defined by race/ethnicity and economic status. Graduation rates climbed, dropout rates declined, and successful participation in college entrance exams and Advanced Placement exams rose. Over time, remediation opportunities have been created and fine-tuned to help students who do not pass the CAHSEE in grade ten gain the skills they are lacking. Opportunities have been developed for students to continue beyond their grade twelve year, and we see students taking advantage of this opportunity. 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.

The suspension of STAR testing in 2014 gave breathing room for the transition to a new statewide assessment system aligned to the CCSS in 2015, but the delay in deciding on a new high school graduation requirement leaves many issues still unresolved (e.g., what assessment, how to provide multiple testing opportunities, passing criteria, year of implementation of the new requirement) in a short amount of time.

We offer several other specific considerations for addressing our first general recommendation.

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

The CCSS in mathematics and ELA/literacy were developed to build student knowledge and skill toward a rigorous conception of college and career readiness by the end of high school. The developers of the CCSS define college and career readiness as what "students need to be ready to succeed in entry-level credit-bearing coursework and the high-skill workforce."[1] The policy decision about whether a diploma should be tied to some definition of college and career readiness is critical to evaluating the role the current or any proposed new exit examination should have in the future. Concomitant with the decision about the desired relationship between a diploma and college and career readiness, policy makers must decide what level of evidence of academic proficiency they will require for a diploma.

1b: Policy makers should consider alternatives for summative or course-specific assessments of the required skills and determine how the assessments relate to current grade level content standards for instruction.

As instruction is redirected toward the CCSS, a similar situation will exist as was present when CAHSEE first came to be, namely lack of alignment of assessments with curriculum and instruction. Policy makers now need to ensure alignment of any type of exit examination or graduation requirement with curriculum and instruction targeted to the CCSS. One option might be the CCSS-aligned Smarter Balanced Assessment Consortium's (Smarter Balanced) grade 11 assessments in ELA/literacy and mathematics, which California field tested in 2014. Smarter Balanced will be establishing preliminary performance benchmarks late in 2014 that define the level of content and skill mastery that marks students as college- and career-ready. The performance standards will be set using student data from the Smarter Balanced field test, expert judgment from educators, and guidance from empirical data including international and national benchmarks (e.g., Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), National Assessment of Educational Progress (NAEP), SAT, and ACT)[2]. California could, however, establish its own higher or lower performance standards for use as high school graduation requirements.

Many states now include end-of-course (EOC) exams among their graduation requirements (Zabala, Minnici, McMurrer & Briggs, 2008). These tests are closely aligned with the material taught in specific courses. California should consider whether competencies in subjects beyond ELA and mathematics, such as science, social studies, foreign language, or even the arts, should be required and whether students should be allowed to demonstrate these competencies whenever they complete the related course. In considering the EOC approach to graduation requirements, policy makers will need to decide on appropriate passing standards and develop retesting and other alternatives for students who do not pass the EOC exam on their first try. Smarter Balanced plans to develop software that will allow states to construct high school end-of-course assessments

[1] http://www.smarterbalanced.org/resources-events/faqs/

[2] http://www.smarterbalanced.org/resources-events/faqs/

using the interim item bank[3], and such tests could be considered as part or all of any revised graduation requirement.

An alternative to EOC tests would be something like the current CAHSEE, an exit examination that is summative and includes content standards drawn from several different courses within a subject area. This approach would allow for demonstration of competency in a broader range of knowledge and skills than any single EOC test. Also, students would be able to take and retake the exam as needed, instead of being limited to end of course timing.

In addition, policy makers might consider whether an exit examination needs to be included in the diploma requirement at all. If evidence from an instruction study were to indicate that the implementation of the CCSS at the local level was consistent and healthy across the state, perhaps passing required courses would provide sufficient evidence of mastery of essential skills.

1c: The graduation requirement should set and maintain consistent requirements for students with disabilities.

The need to develop and communicate a clear and consistent set of expectations for students with disabilities is urgent and should be addressed with any new graduation requirement. The appropriateness of the CAHSEE requirement for SWD has been a continuing question over the past decade. Under current law, the CAHSEE requirement has been deferred for SWD until such time as alternative means to the CAHSEE can be implemented or deemed unfeasible. Teachers, parents, and students 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 may 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.

1d: The California Department of Education and the State Board of Education should propose alternatives for helping students meet any increase in the scope and rigor of the graduation requirement.

In prior years, we estimated an increase of 1 to 4 percent in the number of grade twelve students who do not graduate on time due solely to the CAHSEE requirement. Many of these students do eventually pass the CAHSEE and (presumably) receive a diploma through additional years of schooling in regular or adult education programs. If the rigor of the graduation requirement is increased, more students will be denied diplomas unless additional help is given. Some options might include (a) improvements in targeting and helping middle school students who do not appear to be on track to pass the CAHSEE in grade ten, (b) improved grade eleven and twelve remediation

[3] http://www.smarterbalanced.org/resources-events/faqs/

programs for students who do not pass in grade ten, and (c) increased support for a fifth year of high school for students who need it.

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

Available evidence suggests that students have worked hard to meet the current CAHSEE requirement and that teachers have used class time to help them do so. If the CAHSEE requirement were suspended for one or more years until a new requirement could be implemented, it is likely that students now struggling to meet the CAHSEE requirement would not work as hard to learn the essential skills covered by the CAHSEE and that teachers would not focus as intently on helping these struggling students. Evidence suggests that this might have been the case for SWD when the exemption was reinstated.

It has now been four years since the Common Core State Standards were adopted. Unless or until specific changes to the CAHSEE requirement are adopted, the SBE, with input from CDE, could consider changes to the CAHSEE content specifications to make them more aligned to the CCSS. Changes to the content specifications in 2004 did not require legislative action, so this step could be undertaken while legislative changes are debated. The SBE might consider convening one or more expert panels to make recommendations for changes to the content and rigor of the CAHSEE test specifications, similar to the High School Exit Exam Panel that made recommendations to the SBE for the original content specifications.

Reclassification Policies for Middle School English Learner Students

This year's special study on middle school English learners revealed variations in local reclassification requirements that may be linked to better than predicted CAHSEE performance. Prior reports included 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 (Becker, D.E., et al, 2013). With these two findings in mind, we make our second general recommendation.

General Recommendation 2: CDE should undertake widespread data collection of LEA policies for reclassifying middle school English learners to fluent English proficient (RFEP) status and analysis of these policies relative to student achievement to inform possible revisions to SBE guidelines for reclassification.

Local reclassification policies may have a positive impact on EL access to and engagement with grade-level academic content while they are learning English. In practice, there is a 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 (possible reduced access to core curriculum). EL students who are reclassified

as fluent English proficient (RFEP) may gain better access to other academic content areas than students remaining in EL status and thus do better on the CAHSEE and other measures of academic progress. With the suspension of STAR testing in 2014, students will no longer have CST scores in ELA and mathematics; therefore, LEAs will be using a variety of other assessments to evaluate EL students' performance in basic skills against those of English proficient students. Attention to RFEP policies is of great importance during this time of transition for ELs in the state, with the implementation of new ELD standards. By providing evidence-based updates to the SBE clarifying guidelines, LEAs will have better direction for how to apply the reclassification criteria specified in *California Education Code* Section 313(f)(1). The guidelines will need to continue to emphasize that English learners who have been reclassified may still have special linguistic and academic needs.

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Independent Evaluation of the CAHSEE: 2014 Evaluation Report

Chapter 1: Introduction

D. E. (Sunny) Becker

Across the nation, 18 states had high school 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, California was one of 26 states that 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 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). California is a governing state in the Smarter Balanced Assessment Consortium. While California plans to implement Smarter Balanced tests operationally in the 2014–15 school year, at the time of this report no legislation has been introduced to modify the requirements for students to pass the CAHSEE ELA and Mathematics tests in order to earn a high school diploma.

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

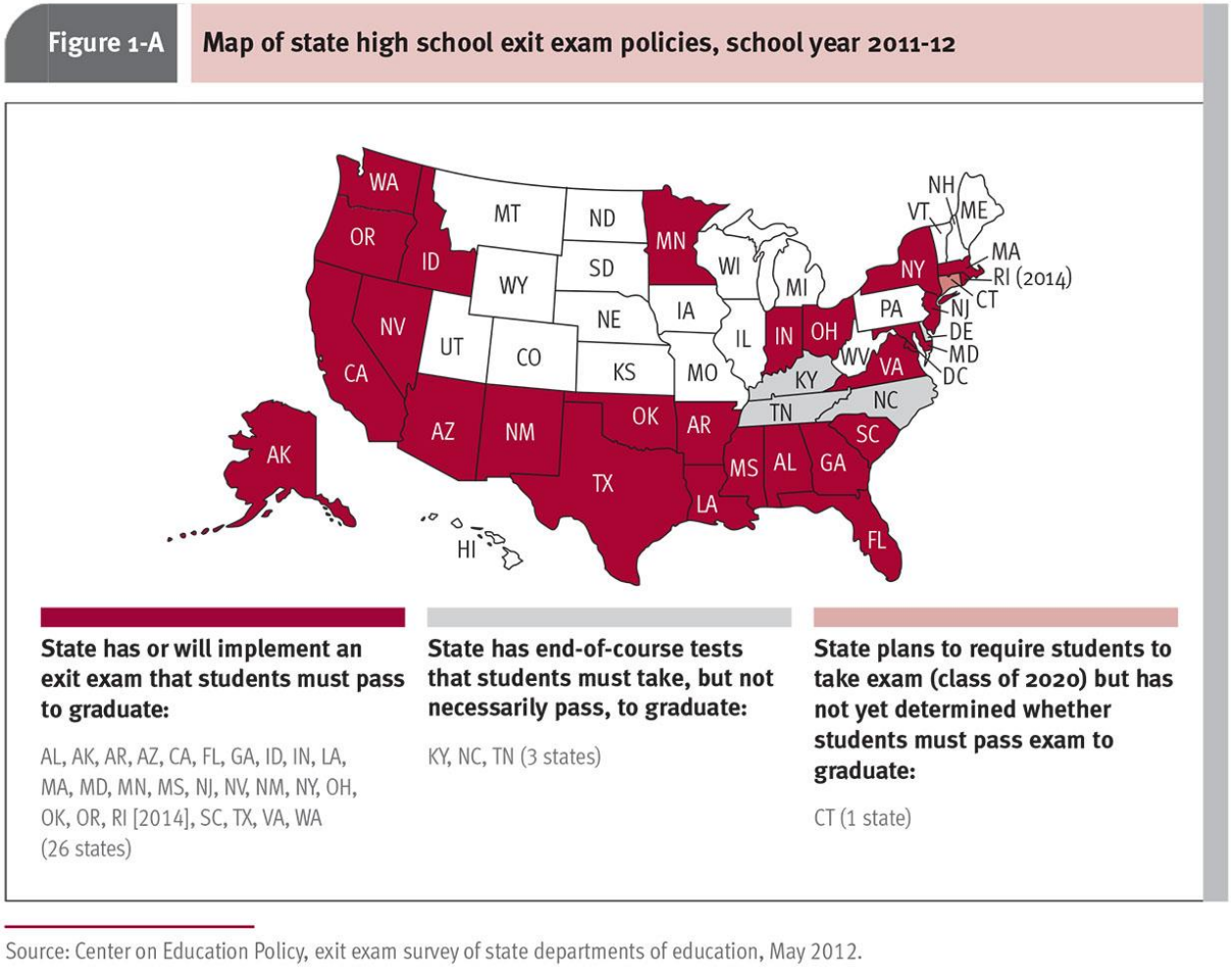

Figure 1.1. Map of state high school exit examination policies, school year 2011–12.

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.

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.

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. In September of 2014, Governor Brown signed Senate Bill 267 (Parvley) which revised *Education Code* Section 60852.2 to remove the July 1, 2015 implementation date of the alternative means to the CAHSEE. Since the continued availability of the exemption provided in *Education Code* Section 60852.3 is based on the implementation of the alternative means, this change in law effectively extends the exemption until the SBE determines that alternative means are not feasible or are implemented.

At this time, an eligible SWD with an active individualized education program (IEP) or a Section 504 plan[4] 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))

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).

[4] Students are determined to have a disability under Section 504 of the Rehabilitation Act of 1973 if they have a mental or physical impairment that substantially limits one or more major life activities, such as eating, breathing, caring for oneself, performing manual tasks, hearing, speaking, walking, and learning.

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 November 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. In fall of 2013, HumRRO issued a report that meets the contract requirement for a report of activities and findings during the 2012–13 evaluation (Becker, Wise, Hardoin, Watters, 2013). That 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 Findings from Prior Evaluation Activities

To provide a context for the current study, in this section we summarize key findings that have emerged after 14 years of evaluation activities. The following general conclusions were noted in our 2014 biennial report (Becker, Wise, Hardoin,& Watters, 2014) and supported by a total 22 key findings.

- CAHSEE test scores have been improving.
- Students increasingly engage in activities that will help them pass the CAHSEE.
- English learners and students with disabilities need additional help.
- Students generally report being prepared for the CAHSEE.
- Most seniors expect to go to college.
- CAHSEE scores are linked to post high school intentions and outcomes.
- CAHSEE test quality remains high.
- CAHSEE items are not closely aligned to the Common Core State Standards (CCSS).
- Trends in educational achievement and persistence are encouraging.

Organization and Contents of 2014 Annual CAHSEE Evaluation Report

The 2014 Annual CAHSEE Evaluation Report covers activities performed in the independent evaluation from July 1, 2013 through June 30, 2014. Included in this report are results from CAHSEE administrations through the 2013–14 school year as well as findings from a special study conducted in two stages from 2012 through 2014, the Middle School English Learner Study.

Chapter 2, *Analyses of CAHSEE Test Results*, presents results from the 2013–14 CAHSEE administrations, reporting results for grade twelve students in the Class of 2014 and comparing their passing rates to those of grade twelve students in the classes of 2006 through 2013. In addition, we report passing rates for grade ten students in the Class of 2016 in comparison to passing rates for grade ten students in previous classes, and passing rates for grade eleven students in the Class of 2015 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 2013 who did not meet the CAHSEE requirement in time to graduate with their classes. This chapter also describes various indicators of CAHSEE quality, including findings from HumRRO's observations of a range finder meeting and test administrations.

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 the 2014 test taker responses to previous years' response patterns, as well as comparisons among distinct groups of students (e.g., demographic groups, students who passed the CAHSEE versus those who did not).

Chapter 4, *Middle School English Learner Study*, presents results from a 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. Results of this first phase were reported in HumRRO's 2013 annual report. The second phase of the study was conducted in the 2013–14 school year. HumRRO designed and administered questionnaires to select English language development (ELD) teachers, English Language Arts teachers, mathematics teachers, middle school principals, and district-level EL coordinators in a sample of local education agencies. The surveys included questions about placement policies, instructional materials and practices, professional learning opportunities, and reclassification criteria. Results of this study are presented in Chapter 4.

Chapter 5, *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

Finally, Chapter 6 presents our findings and recommendations based on the data analyses and results presented in previous chapters.

Chapter 2: Analyses of CAHSEE 2013–14 Test Results

Lauress L. Wise and Michele M. Hardoin

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 biennial evaluation report 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 an extension of the exemption for SWD introduced in 2012 and currently in place through June 30, 2015, while the state determines the feasibility of implementing alternative means for these students to demonstrate competency, the 2009–10 through 2012–13 administrations were essentially the same with six administrations open to grade twelve and adult education students, five of these 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 2013 annual reports (Becker, Wise, and Watters, 2010; Becker, Wise, Hardoin, & and Watters, 2011, Becker, Wise, Hardoin, and Watters, 2012; Becker et al, 2013). 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 our observation and review of CAHSEE administration and scoring procedures. The second describes processing steps in creating data files for the analyses of 2013–14 test results and procedures used to estimate passing rates. The final 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 and those that have not yet met the CAHSEE requirement.

Evaluation of CAHSEE Test Administrations and Range-Finding Session

Auditing of CAHSEE test sites is conducted by a subcontractor to ETS, the operational test vendor. A small percentage of high schools are visited to determine compliance with criteria for pre-administration activities, administration plans, testing facilities, administration activities, and post-administration activities. HumRRO conducts a very small number of test administration site visits to complement ETS's audits. HumRRO consulted with CDE and ETS to select high schools in two different Local Educational Agencies (LEAs) to visit in 2014. The CAHSEE coordinators of the selected LEAs facilitated arrangements for observations, informing school site personnel several weeks prior to test administration about the purpose of and procedures for the visit.

HumRRO observed a census administration on February 4–5, 2014 at a Bay Area high school and another on March 18–19, 2014 at a Central Valley high school. Each school was observed for both the ELA and mathematics tests. Our goals for the site visits were to use observation and test site coordinator 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 of the tests. 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.

Key findings from our observations of the test administrations and our interviews with test site coordinators 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 had minimal noise. Testing for approximately 500 grade ten students and almost 200 grade eleven and twelve students at the February site took place in classrooms; the library was used for testing approximately 40 EL students in grades eleven and twelve. Testing at the March site took place in the gym for approximately 500 grade ten students and in the library for 33 EL students and 17 students with disabilities. At both sites, the proctor to student ratio was at least 1:25, in full compliance with the *Directions for Administration*. Also at both sites, "Quiet—Do Not Disturb" signs and the new "No Electronics" signs were posted on testing room doors. All observed examiners established a tone of seriousness, focus, and discipline appropriate for the assessment.

Test Materials Distribution/Collection. Both sites used Pre-ID answer documents. At the February site, examiners who did not know the students did not verify student identification before distributing secure booklets; examiners merely asked students to verify they were given the correct answer documents by checking their printed names. At the March site, students wore photo ID cards on lanyards. Examiners also had a printout of the ID card information, including a photo, to verify the identity of students who forgot to wear their lanyard IDs on testing day. Only the March site's procedure was aligned with the *Directions for Administration.*

Directions, Timing, and Monitoring. Test examiners at both high schools read the *Directions for Administration* bold faced script verbatim, including the new clarified warnings that the use of cell phones and other electronic devices was forbidden and would cause a test to be invalidated. Examiners either collected students' electronic devices or told students to place all electronic devices in their backpacks. Students were directed not to use the devices for the duration of testing, including during breaks.

At both sites for the ELA test, the examiners modified the script by reading the instructions for session 2 right after those for session 1, telling students that they could proceed individually to session 2 after finishing session 1. There was no formal stopping of session 1 and starting of session 2 as a group, and at one site no break was given. Students were repeatedly told that they were not allowed to go back to session 1 after starting session 2.

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, an EL student was observed using a calculator during the math test for a few questions before the examiner noticed, collected the calculator, and explained it could not be used. At all schools the examiners and proctors responded quickly to students' questions.

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."

- Emphasize during training that test examiners should schedule a break between sessions.

Recommendations for ETS:

- Review the various approaches, as reported by HumRRO in recent years, that schools are taking to schedule, administer, and time sessions 1 and 2 of the ELA test and evaluate whether modifications to scripts are needed for standardized administration.

- Make minor corrections to the *Directions for Administration*. Correct the last two paragraphs of page 6, which currently are phrased as script for students rather than information for examiners. Correct the minor error in the script on page 34 (last paragraph) that reads "electronic pages" instead of "electronic pagers."

English Learner Test Variations[5]***.*** At the February test site, HumRRO observed the grade eleven and twelve EL students during the ELA test. They were tested together in a small group setting and were offered extra time and Chinese or Spanish glossaries. Many students were new to US schools and had not taken the CAHSEE in grade ten. After the examiner read each part of the script in English, a translator repeated the script in Chinese. The translator also responded to students' clarifying questions about completing the answer document and test directions. HumRRO observed grade ten EL students during the mathematics test. They were not tested separately in small groups, though students were offered Chinese or Spanish glossaries and extra time. After the script had been read and students had already started working, the Chinese translator arrived to help clarify test directions. The examiner dismissed the translator before asking if students had any questions. Later, a Spanish translator arrived and was told students did not need translation help. In addition to Chinese and

[5] 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.

Spanish speaking students, several students had recently arrived from Yemen, but no Arabic translator was available.

At the March test site, grade ten EL students were assessed in a small group setting in the library and were provided extra time, though no EL glossaries were provided or used.

Student Motivation. Most students seemed to approach the tests seriously and appeared to be concentrating on their work and quietly responding to CAHSEE questions.

Findings from Interviews with Test Site Coordinators

Both test site coordinators we interviewed had served in this role for several years and described the current year's census administrations as running smoothly. The topics covered in our interviews probed key test site coordinator responsibilities, as described in the *Test Site Coordinator's Manual*.

Training. Training sessions for census test examiners were held in the week prior to test administration, according to the test site coordinators. At the February site, the training involved almost 100 teachers. A slide presentation from the LEA about testing procedures was shown and discussed. About 45 teachers participated at the March site, where training included the ETS video and distribution of the *Directions for Administration*. Training at both sites thoroughly covered all procedures (collection, distribution, security, how to handle breaks). A replacement coordinator was identified at both sites and trained to take over testing responsibilities if needed. Both test site coordinators praised the support they receive from the LEA staff.

Ordering Materials. One test site coordinator indicated that the district coordinator handled the ordering process with ETS, along with input about any special SWD needs from the special education department chair. The other test site coordinator ordered test materials for the school directly, also with input from the special education coordinator for SWDs. No ETS testing materials were missing or defective at either site.

Maintaining Security of Materials. Both test sites provided controlled access to a secure locked storage area or room for testing materials at the school. Both sites ensured all examiners had signed the Test Security Affidavit and both monitored the test materials in a secure manner during the period of HumRRO observation. Coordinators used the inventory form provided in the *Director and Test Site Coordinator's Manual*.

***Preparing for Administration*.** Each of the experienced test site coordinators implemented preparations that contributed to efficient and effective test administrations, such as test day bell schedules, assignments lists of examiners to classrooms, customized boxes containing all test materials organized for each examiner, and communication systems between testing room staff, relief staff, and the test coordinator.

Both coordinators noted that the same procedures have been in place a number of years, and one described the whole process as "routine" now.

Providing Testing Variations. Regarding CAHSEE glossaries for ELs, the February test site coordinator indicated that the LEA provides schools with copies of ELA glossaries purchased from TruNorth Research for several languages (Vietnamese, Filipino (Tagalog), Spanish, and traditional Chinese). The ELA glossaries are academic language vocabulary word lists that provide translation only, without definitions, and are described on the TruNorth Research Web page as "… test specific, using words linked directly to previously used test items, directions, and prompts." The coordinator did not know the source of the math glossaries. When asked if these glossaries are used during instruction time in the classroom, the coordinator responded that the glossaries are available but that students more often use electronics for translation.

The March test site coordinator indicated that the school has very few ELs, and that ELs in grade ten are not provided with glossaries because glossaries tend to slow students down. The reason was given that students look up too many words trying to be perfect, which slowed them down and distracted them; however, students who did not pass in grade ten would be given glossaries when they took the exam again.

Recommendation for CDE:

Provide additional guidance for LEAs and schools regarding provision of appropriate test variations 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 goal of test variations identified specifically for ELs is to reduce construct-irrelevant variance that is due to language[6]. 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.

- In the absence of a statewide standard, LEAs are targets for marketers of glossary products of unknown value. For example, TruNorth Research claims its "Test-Specific Vocabulary Word Lists allow language learners to show more of what they know on important state tests. As a result, overall school and district scores will improve."[7]

[6] 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.
[7] http://www.trunorthresearch.com/wordlists.php

Findings from Observation of Range-Finding Session

On May 12–13, 2014, one HumRRO staff member attended the two-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 preselected sample student responses to the CAHSEE ELA writing prompts 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 2014 and October 2014 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.

One of the Chief Scoring Leaders for the CAHSEE program facilitated the meeting and the other CSL acted as scribe and recorded all decisions. Six experienced scoring leaders (SLs) and CSLs served as participants. The goals of the meeting were: (a) to confirm that the predesignated anchor papers were clear and straightforward, (b) to confirm that the predesignated range-finding papers represented unusual approaches to the prompt, (c) to confirm that the preassigned score levels were appropriate, and (d) to collect for inclusion in the annotations participant comments about why a paper received a particular score.

On the first day, 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 if, for one or two of the six bulleted criteria of the scoring guide, a response was characteristic of a bullet above or below the 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. The facilitator also reviewed the special nonnumerical scores (e.g., XX for nonresponsive, TT for off topic) and instructions for assigning each of them. 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 prescreened (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. After one particularly well written essay was discussed, the observer asked what steps would be taken by scorers if cheating was suspected. The facilitator explained that a scorer would give the essay the nonnumerical score of DF, meaning it was deferred to a scoring leader with no score. The scoring leader would then research the essay text to determine if it was original.

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 agreed. The facilitator chose several range-finding papers to help readers learn to avoid allowing personal bias to influence scoring. For example, several papers included phrases that might be considered offensive in content to some scorers but were responsive to the prompt and provided details in support of the thesis. 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.

The same procedures described above were followed on day two of the workshop to select anchor and rangefinder papers for the October 2014 test administration. After two sets of 15 student essays had been reviewed, a few additional exemplar papers were still needed. The facilitator directed the participants to score a few particular papers in two additional sets of 15 student essays that had been prepared, and the remaining papers were selected from these.

Overall, the CAHSEE Range-Finding Session was excellently managed and professionally conducted. The time allowed for the tasks seemed adequate, and the ETS facilitators used that time efficiently. The discussions were always collegial and thorough—there was no indication that any comments or opinions were disregarded.

HumRRO observed ETS staff using several techniques that were effective in ensuring selection of appropriate anchor and range-finding papers for future reader training. For example, ETS asked readers to explicitly describe the score point criteria that matched the paper under discussion and ensured that scoring decisions were consistently driven by the scoring guide.

Consistency in Scoring the Essay

We analyzed data on essay scoring results to determine the degree of consistency in the scoring of the student essays used with the 2013–14 CAHSEE administrations and compared the results to indicators of scoring consistency from 2004–05 through 2012–13. 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 2013–14 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, not written in English, or left blank. Because 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 2.1 and 2.2 show agreement rates, by grade, for each of the 2013–14 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 that score became the student's score of record,.

As shown in Table 2.1, 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[8] shown in Table 2.1 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 2.2.

Table 2.1. 2013–14 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	Weighted Coefficient Kappa	Percent Exact Agreement	Percent > 1 Score Point Different	Weighted Coefficient Kappa	Percent Exact Agreement	Percent > 1 Score Point Different	Weighted Coefficient Kappa
Jul 2013	n/a	n/a	n/a	n/a	n/a	n/a	82.9	0.1	0.55
Oct 2013	n/a	n/a	n/a	80.1	0.2	0.61	81.9	0.3	0.62
Nov 2013	n/a	n/a	n/a	77.7	0.3	0.57	80.6	0.2	0.61
Dec 2013	n/a	n/a	n/a	72.7	0.0	n/a[2]	80.1	0.1	0.47
Feb 2013	69.4	0.5	0.51	83.9	0.1	0.62	84.5	0.1	0.63
Mar 2013	70.1	0.5	0.52	83.3	0.1	0.63	84.2	0.1	0.64
May 2014	73.6	0.4	0.66	80.5	0.2	0.65	82.1	0.2	0.64
All 2013-14	69.9	0.5	0.52	80.0	0.2	0.61	82.4	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.

[2] Only 183 grade 11 students had essay scores in December 2013, and there were insufficient papers with scores of 0 or 1 to permit calculation of the weighted Kappa Coefficient

Agreement rates were consistently high across grades and administrations/test forms, with weighted Kappa values ranging from about .47 to .66. Agreement rates were somewhat lower for grade ten students, particularly in the two main census administrations. The exact agreement rate for grade ten students was just slightly less than 70 percent, and the rate of significant disagreement (more than one score point) was 0.5 percent. There were many more high scores for grade ten students than for

[8] See Cohen, Jacob (1960). "A coefficient of agreement for nominal scales". *Educational and Psychological Measurement* 20 (1): 37–46.

grade eleven and twelve students. Since the grade ten scores spanned the full range of the rating scales, there were many more opportunities for significant rater disagreements and obtaining exact agreement was more difficult.

Table 2.2 provides a comparison of agreement rates across years. Across all three grades, exact agreement rates and Kappa values were improved compared to last year and were as high as they have ever been. Similarly, the frequency of significant disagreements (more than one score point) at each grade level was as low as it has ever been. Taken together, the results of our analyses indicate that ETS is continuing to achieve modest improvements in scoring consistency.

Table 2.2. Essay Scoring Consistency Rates[1] from 2004–05 Through 2013–14

	Grade Ten			Grade Eleven			Grade Twelve		
Admin.	Percent Exact Agreement	Percent > 1 Score Point Different	Weighted Coefficient Kappa	Percent Exact Agreement	Percent > 1 Score Point Different	Weighted Coefficient Kappa	Percent Exact Agreement	Percent > 1 Score Point Different	Weighted 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
All 2013–14	69.9	0.5	0.52	80.0	0.2	0.61	82.4	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 2.3 through 2.7 provide more detailed information on scores assigned by each of the two independent readers for grade ten students over each of the last five 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 2.3. 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. Numbers followed by an asterisk indicate perfect agreement between the two readers.

Table 2.4. 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. Numbers with an asterisk (*) indicate perfect agreement between the two readers.

Table 2.5. 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. Numbers with an asterisk (*) indicate perfect agreement between the two readers.

Table 2.6. 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					2.4
Average score from second reader					2.4
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. Numbers with an asterisk (*) indicate perfect agreement between the two readers.

Table 2.7. Percentage of Grade Ten Essays Assigned Each Score Level by Each Reader in the February Through May 2014 Administrations

First Score	Second Score				
	0	1	2	3	4
0	**0.74***	0.00	0.00	0.00	0.00
1	0.00	**1.42***	0.70	0.01	0.00
2	0.00	0.58	**42.85***	11.56	0.24
3	0.00	0.01	11.86	**23.32***	2.35
4	0.00	0.00	0.25	2.45	**1.61***
Average score from first reader					2.4
Average score from second reader					2.4
Percent Exact Agreement (sum of diagonal elements)					69.9
Percent with differences of exactly one point					29.5
Percent with differences greater than one point					0.5

Note. Numbers with an asterisk (*) indicate perfect agreement between the two readers.

In summary, scoring consistency was improved compared to prior years and was generally acceptable.

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 2.8 and 2.9 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 footnoted and shaded. The test forms do vary slightly by difficulty, but the number of correct responses to reach each of the decision points generally varies by only one or two across all of the forms, indicating a high level of success in assembling test forms of approximately equal difficulty. There was slightly more variability in ELA form difficulty this year, with a raw score of 54 required for passing the most difficult forms and a score of 57 required on the easiest form.

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, for the mathematics test. 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 an average of 20 correct answers and will earn a score ranging from 306 to 310. 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 2.8. Raw-to-Scale Score Conversions for the 2013–14 ELA Tests

Raw Score	Scale Score							Raw Score	Scale Score						
	Jul 2013	Oct. 2013	Nov. 2013	Dec. 2013	Feb. 2014	Mar. 2014	May 2014		Jul 2013	Oct. 2013	Nov. 2013	Dec. 2013	Feb. 2014	Mar. 2014	May 2014
0-15	275	275	275	275	275	275	275	51	340	344	342	344	339	340	340
16	275	275	275	275	275	275	275	52	342	346	344	346	341	342	342
17	275	277	275	275	275	275	275	53	344	348	346	348	343	344	344
18	275[1]	279[1]	276[1]	275[1]	275[1]	275[1]	276[1]	54	346	350[2]	348	350[2]	345	346	346
19	275	281	279	275	275	276	278	55	348	352	350[2]	352	347	348	348
20	275	283	281	276	277	279	281	56	350[2]	354	352	354	349	350[2]	350[2]
21	276	286	283	276	279	281	283	57	352	356	354	357	352[2]	352	352
22	279	288	285	281	281	283	285	58	355	358	356	359	354	354	354
23	281	290	287	284	283	285	287	59	357	360	358	361	356	357	356
24	284	292	289	286	285	287	289	60	359	363	360	363	358	359	358
25	286	294	291	289	287	289	291	61	361	365	362	365	361	361	360
26	289	296	293	291	289	291	293	62	363	367	364	367	363	364	363
27	291	298	295	294	291	293	294	63	365	369	367	370	366	366	365
28	294	299	297	296	293	295	296	64	368	372	369	372	368	368	367
29	296	301	299	299	295	297	298	65	370	374	371	374	371	371	369
30	298	303	301	301	297	299	300	66	372	376	374	377	373	373	372
31	300	305	303	303	299	301	302	67	375	379	376	379	376	376	374
32	302	307	305	305	301	303	304	68	377	381[3]	379	382[3]	379	379	377
33	305	309	307	308	303	305	306	69	380[3]	384	381[3]	385	382[3]	382[3]	379
34	307	311	309	310	305	307	308	70	383	387	384	387	385	385	382[3]
35	309	313	311	312	307	308	310	71	385	389	387	390	388	388	385
36	311	315	313	314	309	310	311	72	388	392	390	393	391	391	388
37	313	317	314	316	311	312	313	73	391	395	393	396	394	394	391
38	315	319	316	318	313	314	315	74	394	398	396	398	398	397	394
39	317	321	318	320	315	316	317	75	398	401	399	402	402	401	397
40	319	323	320	322	317	318	319	76	403	405	403	406	406	405	400
41	321	325	322	324	319	320	321	77	408	408	406	410	410	409	404
42	323	327	324	326	321	322	323	78	412	412	410	414	414	413	408
43	325	329	326	328	323	324	325	79	417	416	414	419	419	418	412
44	327	330	328	330	325	326	326	80	421	420	419	424	424	423	416
45	329	332	330	332	327	328	328	81	425	425	424	429	429	428	421
46	331	334	332	334	329	330	330	82	430	429	429	435	436	434	426
47	333	336	334	336	331	332	332	83	435	435	434	441	442	441	432
48	335	338	336	338	333	334	334	84	440	440	441	448	450	448	438
49	336	340	338	340	335	336	336	85	448	447	448	450	450	450	445
50	338	342	340	342	337	338	338	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 2.9. Raw-to-Scale Score Conversions for the 2013–14 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	353	353	351[2]	354	352	351[2]	350[2]
9	275	276	275	275	275	275	275	44	355	355	353	356	353	353	352
10	279	280	279	279	278	276	278	45	357	357	355	357	355	354	354
11	283	284	282	283	282	280	282	46	359	359	356	359	357	356	356
12	287	288	286	288	285	283	285	47	361	361	358	361	359	358	357
13	290	291	289	291	288	287	288	48	362	362	360	363	361	360	359
14	293	294	292	294	291	290	291	49	364	364	362	365	362	362	361
15	296	297	295	297	294	293	294	50	366	366	364	367	364	364	363
16	299	300	298	300	297	295	297	51	368	368	366	369	366	366	365
17	301	302	300	302	300	298	299	52	370	370	368	371	368	368	367
18	304	305	303	305	302	301	302	53	372	372	369	373	370	370	369
19	306	307	305	307	305	303	304	54	374	374	371	375[3]	372	372	371
20	309[1]	309[1]	307[1]	310[1]	307[1]	306[1]	307[1]	55	376[3]	376[3]	373	377	374	374	373
21	311	312	310	312	310	308	309	56	378	378	376[3]	379	376[3]	376[3]	375[3]
22	313	314	312	314	312	310	311	57	380[3]	380[3]	378	381[3]	378	378	377
23	316	316	314	316	314	312	313	58	382	382	380[3]	383	380[3]	380[3]	379
24	318	318	316	318	316	315	315	59	385	384	382	385	383	383	381[3]
25	320	320	318	321	318	317	317	60	387	387	384	388	385	385	383
26	322	322	320	323	320	319	319	61	389	389	387	390	387	387	386
27	324	324	322	325	322	321	321	62	392	392	389	392	390	390	388
28	326	326	324	326	324	323	323	63	394	394	392	395	392	392	391
29	328	328	326	328	326	325	325	64	397	397	394	398	395	395	393
30	330	330	328	330	328	327	327	65	400	399	397	400	398	398	396
31	332	332	330	332	330	329	329	66	402	402	400	403	400	401	399
32	334	334	332	334	332	331	331	67	405	405	403	406	403	404	402
33	335	336	333	336	334	332	333	68	409	409	406	410	407	407	405
34	337	337	335	338	335	334	334	69	412	412	409	413	410	411	409
35	339	339	337	340	337	336	336	70	416	416	413	417	414	415	412
36	341	341	339	341	339	338	338	71	420	420	417	421	418	419	416
37	343	343	341	343	341	340	340	72	424	424	422	425	422	423	421
38	344	345	342	345	343	342	342	73	429	429	427	430	427	428	426
39	346	346	344	347	344	343	343	74	435	435	432	436	433	434	431
40	348	348	346	349	346	345	345	75	441	442	439	443	439	441	438
41	350[2]	350[2]	348	350[2]	348	347	347	76	449	449	447	450	447	448	446
42	352	352	349	352	350[2]	349	349	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.

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 2.10 shows the number of answer document records in the files received from ETS for each of the 2013–14 CAHSEE administrations.[9] This report includes data from the administrations of July 2013 through May 2014. For each CAHSEE test, Table 2.10 also shows the number of answer documents and the number of documents with passing scores by administration date and current grade. The July 2013 CAHSEE administration included students in grade twelve and in AE. The October through December 2013 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.

Cumulative passing rates are estimated in this report for current grade ten, eleven, and twelve students (Classes of 2016, 2015, and 2014 respectively), as well as for students who were previously in the Classes of 2011 through 2013. Passing rates for students in AE programs are not analyzed further except for those students who were previously in the Classes of 2011 through 2013.

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 2013–14 administrations to avoid counting the same student more than once. Table 2.11 shows the resulting estimates of the number of different students participating in one or more of the 2013–14 CAHSEE administrations and the numbers and percentages of these students passing each of the two tests. There are minor discrepancies between Table 2.10 and Table 2.11 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.

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

Table 2.10. Number of Answer Documents from Each 2013–14 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-13	12	12,186	4,821	5,035	980	4,319	1,002
	Adult Education	1,517	70	953	265	807	281
	Total	13,703	4,891	5,988	1,245	5,126	1,283
Oct-13	11	17,937	1,680	12,111	4,992	11,710	4,680
	12	37,255	4,196	23,997	7,469	22,413	6,921
	Adult Education	2,399	31	1,566	663	1,435	545
	Total	57,591	5,907	37,674	13,124	35,558	12,146
Nov-13	11	90,220	8,057	62,386	27,221	60,169	22,055
	12	55,495	7,405	34,553	10,747	33,237	8,953
	Adult Education	5,029	262	3,236	1,392	2,973	1,103
	Total	150,744	15,724	100,175	39,360	96,379	32,111
Dec-13	11	314	60	183	85	160	68
	12	2,276	600	1,123	275	922	247
	Adult Education	562	4	331	131	348	163
	Total	3,152	664	1,637	491	1,430	478
Feb-14	10	128,705	5,660	120,782	100,440	120,917	103,317
	11	25,034	3,584	15,403	3,897	15,459	4,736
	12	42,298	8,001	23,347	3,990	23,252	5,610
	Adult Education	4,304	226	2,722	953	2,563	1,055
	Total	200,341	17,471	162,254	109,280	162,191	114,718
Mar-14	10	353,146	14,446	332,588	277,489	332,840	281,724
	11	36,343	4,090	22,877	6,491	23,402	7,187
	12	29,519	5,552	16,159	3,038	16,039	3,743
	Adult Education	3,906	103	2,451	994	2,456	1,014
	Total	422,914	24,191	374,075	288,012	374,737	293,668
May-14	10	16,555	4,359	8,819	5,269	8,311	4,874
	11	24,968	4,143	14,591	3,759	14,786	3,939
	12	27,767	6,332	14,934	2,332	13,223	2,064
	Adult Education	4,107	223	2,555	901	2,468	889
	Total	73,397	15,057	40,899	12,261	38,788	11,766
Total Grade 10		498,406	24,465	462,189	383,198	462,068	389,915
Total Grade 11		194,816	21,614	127,551	46,445	125,686	42,665
Total Grade 12		206,796	36,907	119,148	28,831	113,405	28,540
Total Adult Educ.		21,824	919	13,814	5,299	13,050	5,050
Total All Records		921,842	83,905	722,702	463,773	714,209	466,170

[1] Grade ten students are in the Class of 2016, grade eleven students are in the Class of 2015, and grade twelve students are in the Class of 2014.

[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 2.11. Counts of Unique Students and Passing Rates by Grade Level in the 2013–14 CAHSEE Administrations

Count[1]	Grade 10	11	12	Adult Education	Total
Total Unique Students[2]	478,132	123,898	88,621	14,987	705,638
Blank Answer Documents[3]	13,366	7,750	10,183	465	31,764
Number Taking ELA	458,622	86,458	53,567	10,073	608,720
Number Passing ELA	382,773	46,239	25,801	5,051	459,864
Percent Passing ELA	83.5%	53.5%	48.2%	50.1%	75.5%
Number Taking Math	456,517	80,259	49,571	9,696	596,043
Number Passing Math	389,421	42,645	24,812	4,729	461,607
Percent Passing Math	85.3%	53.1%	50.1%	48.8%	77.4%

[1] Counts of students passing by grade level may differ from those in Table 2.10 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. Such students are not considered to have passed, since a waiver would be required.

[2] Includes unique students for whom answer documents were blank.

[3] Both blank and non-blank answer documents were found for some students. These students were not counted as having blank answer documents in Table 2.11, resulting in lower counts of blank answer documents in comparison to Table 2.10.

We matched the 2013–14 CAHSEE test data to test results from the 2005–06 through 2012–13 CAHSEE administrations. Matching was done primarily on the basis of statewide student identifiers (SSID), with some checking for erroneous or missing SSIDs based on name, birthdate, school, and other demographic information. Matches were found for 89 percent of the current grade twelve students, 84 percent of the current grade eleven students, and 53 percent of the students currently enrolled in AE programs. Most of the grade ten students were not matched to any prior records and were assumed to have been in grade nine last year.[10]

Table 2.12 shows the relationship of the high school class based on the grade reported last year during 2012–13 testing to the high school class and grade indicated in the 2013–14 test records for students with matching prior-year records. Nearly all (96%) of the grade eleven students testing this year were in grade ten last year (91,654 of the 95,446 current grade eleven students matched to last year's records). Just over three quarters (77%) of the grade twelve students testing this year (Class of 2014) were in grade eleven last year (51,729 of the 67,645 current grade twelve students matched to last year's records). A substantial number (9,602) of students shown as grade twelve this year were first-time grade twelve students last year (Class of 2013). Some others of this year's examinees were from even earlier high school classes. When grade eleven and AE students are also included, there were a total of 1,149 students who were thought to be originally in the Class of 2010; 1,800 who were previously in the Class of 2011; and 3,988 who were previously in the Class of 2012. Only 23 percent of the

[10] 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.

current adult education students matched to prior records were previously in adult education, with most of the remainder having last been tested in the last few years while in grade twelve.

Table 2.12. Number of 2013–14 Examinees (Excluding Blank Answer Documents) Matched to Prior-Year Records by Current and Prior High School Class

High School Class in Prior School Year (2012-13)	Grade and High School Class in 2012–13 School Year				
	Grade 10 (Class of 2016[1])	Grade 11 (Class of 2015)	Grade 12 (Class of 2014)[2]	Adult Education (AE)	Total Matched
Class of 2016[1] (Grade 9)	460,728*		0	0	460,728
Class of 2015 (Grade 10)	3,120	91,654*	2,611	95	97,480
Class of 2014 (Grade 11)	481	3,137	51,729*	314	55,661
Class of 2013 (Grade 12)	104	398	9,602*	1,712*	11,816
Class of 2012 (Grade 12 in 2011–12)[3]	39	124	2,415*	1,410*	3,988
Class of 2011 (Grade 12 in 2010–11)[3]	18	57	824*	901*	1,800
Class of 2010 (Grade 12 in 2009–10)[3]	12	53	431*	653*	1,149
Adult Education[4]		23	33	1,501*	1,557
Total	464,502	95,446	67,645	6,586	634,179

[1] Current grade ten students not matched to 2012–13 CAHSEE records were assumed to have been in the Class of 2016 last year as well as this year.

[2] Current grade twelve students include students previously in the Classes of 2009 through 2013 as well as the Class of 2014.

[3] Note that some students from prior high school classes are still shown as grade twelve students this year while others are shown as adult education students, based on codes in their CAHSEE answer documents.

[4] Students in AE programs and not matched to any prior grade twelve CAHSEE record.

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 2012–13 and 2013–14 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 2013–14

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 assigned a gender code randomly with equal probability. 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 advance a grade within a school year or remain in a grade for longer than a school year. In addition, a number of students leave the system without passing the CAHSEE (e.g., leave the state, transfer to private schools, or just drop out for reasons unrelated to the CAHSEE) and a continuing issue is how best to handle them in computing passing rates. Table 2.13 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 census testing dates (spring), and record counts from the CAHSEE. We used total CAHSEE record counts in computing grade ten passing rates for this report. Note that the STAR enrollment counts are typically lower than the fall enrollment counts, although spring counts are not available this year because ELA and mathematics STAR testing was suspended in 2014. Essentially all grade ten students must be tested on the CAHSEE to meet the federal Elementary and Secondary Education Act (ESEA) participation requirements. The CAHSEE counts appear to be reasonably complete, and the 2014 CAHSEE counts appear comparable to prior year counts relative to fall enrollment numbers. Through 2013, STAR reports included the number of students tested in different demographic groups, but did not include separate enrollment counts for these groups.

Table 2.13. Grade Ten Enrollment Estimates from California Basic Education Data System (CBEDS), STAR, and CAHSEE[1]

Source	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Fall enrollment (CBEDS)	497,203	515,761	517,873	513,707	509,157	506,042	502,452	494,739	486,498	484,993
STAR reported enrollment	482,164	502,616	500,655	495,912	495,705	497,957	495,322	486,991	480,032	Not Avail[3]
STAR students tested [2] (Grade Ten ELA)	462,795	482,781	481,950	478,582	479,510	482,333	466,937	455,363	467,170	Not Avail[3]
CAHSEE examinees[4]	470,891	505,045	502,106	493,559	496,688	498,187	480,868	486,892	478,905	478,132
Percentage of fall enrollment	94.7%	97.9%	96.9%	96.0%	97.6%	98.4%	95.7%	98.4%	98.4%	98.6%

[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] In 2014 STAR testing was suspended. It will be replaced in 2014—15 by the California Assessment of Student Performance and Progress (CAASPP). See http://www.cde.ca.gov/ta/tg/ca/.

[4] 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 2013–14. 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 1 and 4 percent of seniors from graduating.

The denominators used in computing this year's cumulative passing rates for the classes of 2011 through 2013 include as "not yet passed" those who did not continue testing after their senior year. For these classes, we report separately the number of students not continuing to take the CAHSEE, 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 not currently subject to the CAHSEE requirement, although they are also in general education programs. In all cases, results for SWD are reported separately. For the grade ten 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 ten results.

Test Results

Key Analysis Questions

This section presents cumulative CAHSEE results through the 2013–14 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 2014 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 2014? How did these numbers compare to the results for the classes of 2006 through 2013?

2. **Grade eleven students:** How did the performance of grade eleven students in the Class of 2015 who had not yet passed the CAHSEE change? 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 2015 compare to improvements seen in our previous analyses for grade eleven students over the last several years?

3. **Grade ten students:** How did 2014 results for grade ten students in the Class of 2016 compare to results for the classes of 2006 through 2015 when those students took the CAHSEE for the first time as grade ten students in 2004 through 2013 respectively?

4. **Prior classes:** How many students from the classes of 2011 through 2013 who had not met the CAHSEE requirement continued to try to pass the CAHSEE in 2014? 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 2011 through 2013.

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 2014 and the Class of 2015, six similar tables of 2013–14 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 2016, the three tables of 2013–14 results (both tests, ELA, then mathematics) all include SWD. Since all grade ten students are required to take the CAHSEE, no students were excluded from the analyses.

- For each class, the 2013–14 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 2014 (2011 through 2013), 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 2014 — Once Again Seniors Struggled to Meet Graduation Deadline

Tables 2.14 through 2.19 show cumulative passing rates for students in the Class of 2014, this year's first-time seniors. To avoid duplication, students who had been seniors in 2006 through 2013 were excluded from the counts in Tables 2.14 through 2.19. 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 2014 to a different high school class, because they remained in grade eleven in both the 2012–13 and 2013–14 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 2012–13 school year to grade twelve in the 2013–14 school year). Adding students moving into the Class of 2014 may have increased the number of students in the class who had passed one but not both parts of the CAHSEE by May 2013. We did not, however, add students from the Class of 2013 who remained in grade twelve. These students are included in the tables below for the Classes of 2011 through 2013.

Finally, we removed Class of 2014 students who had not passed both parts, but were not matched to any test record from the 2013–14 administrations. We also added a small number of grade twelve students who participated in the 2013–14 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 2.14. Estimated Number and Percentage of Students in the Class of 2014[1] Passing Both CAHSEE Tests Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013−May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed[2]	Not Passed	Not Tested	Passed	Not Yet Passed[3]	Percent Pass
All Students	393,052	52,592	24,908	19,679	8,005	417,960	19,679	95.5%
Females	201,239	24,669	12,212	9,190	3,267	213,451	9,190	95.9%
Males	191,813	27,923	12,696	10,489	4,738	204,509	10,489	95.1%
American Indian or Alaska Native	2,687	337	143	131	63	2,830	131	95.6%
Asian	39,741	2,633	1,432	957	244	41,173	957	97.7%
Pacific Islander	2,282	381	194	125	62	2,476	125	95.2%
Filipino	12,994	736	464	214	58	13,458	214	98.4%
Hispanic or Latino	186,071	33,232	14,841	13,199	5,192	200,912	13,199	93.8%
African American or Black	22,231	5,541	2,495	2,095	951	24,726	2,095	92.2%
White, non-Hispanic	116,483	6,943	4,082	1,770	1,091	120,565	1,770	98.6%
Two or More Races	10,563	2,789	1,257	1,188	344	11,820	1,188	90.9%
Economically Disadvantaged	195,434	32,660	14,288	12,812	5,560	209,722	12,812	94.2%
English Learner	31,302	20,951	8,378	9,562	3,011	39,680	9,562	80.6%
Reclassified Fluent English	102,928	4,776	3,059	1,193	524	105,987	1,193	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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2014 and are included here along with students who tested as grade eleven students last year. Students with disabilities are ***excluded*** from all rows.

[2] Counts of students passing this year include students who passed both parts this year and, and more frequently, students who passed one part this year and the other part in a prior year.

[3] Students who have not passed and have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Explanation of table contents: Line 1 shows that through May of 2013, 393,052 students now in the Class of 2014, excluding students with disabilities, had passed the CAHSEE and 52,592 had not. This year, 24,908 of the students who had not passed by May 2013 completed the CAHSEE requirement. Another 19,679 of these students took the CAHSEE, but have not yet passed both parts. An estimated 8,005 Class of 2014 students who had not passed by May 2013 did not participate in a CAHSEE administration in 2013−14. Overall, we estimate that 417,960 students in the Class of 2014 have now passed the CAHSEE, which is 95.5 percent of the general education students in the Class of 2014 still trying to pass the CAHSEE after adjusting for students moving into and out of this class. An estimated 19,679 students in the Class of 2014 are still trying to pass the CAHSEE, but have not yet done so.

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

Group	By May 2013		July 2013−May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed[2]	Not Passed	Not Tested	Passed	Not Yet Passed[3]	Percent Pass
All Students	413,290	80,832	26,484	39,064	15,284	439,774	39,064	91.8%
Females	208,160	34,673	12,511	16,278	5,884	220,671	16,278	93.1%
Males	205,130	46,159	13,973	22,786	9,400	219,103	22,786	90.6%
American Indian or Alaska Native	2,870	562	154	259	149	3,024	259	92.1%
Asian	41,053	3,443	1,538	1,515	390	42,591	1,515	96.6%
Pacific Islander	2,361	487	198	200	89	2,559	200	92.8%
Filipino	13,311	980	486	383	111	13,797	383	97.3%
Hispanic or Latino	195,285	49,782	15,667	24,911	9,204	210,952	24,911	89.4%
African American or Black	23,435	9,055	2,592	4,566	1,897	26,027	4,566	85.1%
White, non-Hispanic	123,842	12,314	4,579	4,992	2,743	128,421	4,992	96.3%
Two or More Races	11,133	4,209	1,270	2,238	701	12,403	2,238	84.7%
Economically Disadvantaged	205,493	50,549	15,084	25,247	10,218	220,577	25,247	89.7%
English Learner	36,196	31,541	8,951	17,266	5,324	45,147	17,266	72.3%
Reclassified Fluent English	105,068	6,214	3,187	2,165	862	108,255	2,165	98.0%
Students with Disabilities	20,256	29,012	3,666	18,385	6,961	23,922	18,385	56.5%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2014 and are included here along with students who tested as grade eleven students last year. Students with disabilities are ***excluded*** from all rows.

[2] Counts of students passing this year include students who passed both parts this year and, more frequently, students who passed one part this year and the other part in a prior year.

[3] Students who have not passed and have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

For the Class of 2014, nearly 46,000 general education students and more than 22,000 students with disabilities took the CAHSEE during the 2013–14 school year. Nearly 25,000 of the general education students who took the CAHSEE in 2013−14 and approximately 4,100 of the students with disabilities completed their CAHSEE requirement. This leaves about 20,000 general education students and about 18,000 students with disabilities in the Class of 2014 who are continuing to try to meet the CAHSEE requirement this year, but have not yet done so.

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

Group	By May 2013		July 2013−May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	405,211	38,286	19,345	13,083	5,858	424,556	13,083	97.0%
Females	208,494	16,265	8,724	5,423	2,118	217,218	5,423	97.6%
Males	196,717	22,021	10,621	7,660	3,740	207,338	7,660	96.4%
American Indian or Alaska Native	2,767	238	116	78	44	2,883	78	97.4%
Asian	39,899	2,448	1,348	883	217	41,247	883	97.9%
Pacific Islander	2,353	290	163	85	42	2,516	85	96.7%
Filipino	13,124	590	387	161	42	13,511	161	98.8%
Hispanic or Latino	194,136	23,895	11,111	8,864	3,920	205,247	8,864	95.9%
African American or Black	23,720	3,766	1,844	1,257	665	25,564	1,257	95.3%
White, non-Hispanic	117,945	5,080	3,340	1,050	690	121,285	1,050	99.1%
Two or More Races	11,267	1,979	1,036	705	238	12,303	705	94.6%
Economically Disadvantaged	203,050	23,674	10,837	8,647	4,190	213,887	8,647	96.1%
English Learner	34,352	17,483	7,278	7,612	2,593	41,630	7,612	84.5%
Reclassified Fluent English	105,093	2,363	1,640	447	276	106,733	447	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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2014 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 have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

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

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	429,258	61,909	23,828	27,139	10,942	453,086	27,139	94.3%
Females	217,149	24,209	10,359	10,071	3,779	227,508	10,071	95.8%
Males	212,109	37,700	13,469	17,068	7,163	225,578	17,068	93.0%
American Indian or Alaska Native	2,982	424	146	176	102	3,128	176	94.7%
Asian	41,263	3,209	1,588	1,296	325	42,851	1,296	97.1%
Pacific Islander	2,447	386	186	135	65	2,633	135	95.1%
Filipino	13,469	801	449	271	81	13,918	271	98.1%
Hispanic or Latino	205,325	38,112	13,685	17,576	6,851	219,010	17,576	92.6%
African American or Black	25,378	6,735	2,265	3,101	1,369	27,643	3,101	89.9%
White, non-Hispanic	126,309	9,010	4,228	3,102	1,680	130,537	3,102	97.7%
Two or More Races	12,085	3,232	1,281	1,482	469	13,366	1,482	90.0%
Economically Disadvantaged	215,151	39,111	13,489	17,956	7,666	228,640	17,956	92.7%
English Learner	39,943	27,296	9,119	13,708	4,469	49,062	13,708	78.2%
Reclassified Fluent English	107,633	3,307	1,913	947	447	109,546	947	99.1%
Students with Disabilities	24,047	23,623	4,483	14,056	5,084	28,530	14,056	67.0%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2014 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 have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Table 2.18. Estimated Number and Percentage of Students in the Class of 2014[1] Passing the CAHSEE Mathematics Test Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	404,946	38,880	19,540	13,153	6,187	424,486	13,153	97.0%
Females	205,919	19,392	10,102	6,620	2,670	216,021	6,620	97.0%
Males	199,027	19,488	9,438	6,533	3,517	208,465	6,533	97.0%
American Indian or Alaska Native	2,738	271	123	100	48	2,861	100	96.6%
Asian	40,916	1,336	974	240	122	41,890	240	99.4%
Pacific Islander	2,382	264	136	83	45	2,518	83	96.8%
Filipino	13,199	512	359	114	39	13,558	114	99.2%
Hispanic or Latino	194,034	24,105	11,218	8,859	4,028	205,252	8,859	95.9%
African American or Black	23,042	4,573	2,161	1,618	794	25,203	1,618	94.0%
White, non-Hispanic	117,590	5,583	3,498	1,247	838	121,088	1,247	99.0%
Two or More Races	11,045	2,236	1,071	892	273	12,116	892	93.1%
Economically Disadvantaged	203,505	23,306	10,546	8,483	4,277	214,051	8,483	96.2%
English Learner	38,143	13,249	5,782	5,317	2,150	43,925	5,317	89.2%
Reclassified Fluent English	104,039	3,534	2,215	926	393	106,254	926	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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2014 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 have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Table 2.19. Estimated Number and Percentage of Students in the Class of 2014[1] Passing the CAHSEE Mathematics Test Through May 2014, Including Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	429,724	62,371	23,350	27,151	11,870	453,074	27,151	94.3%
Females	214,246	28,073	11,494	11,839	4,740	225,740	11,839	95.0%
Males	215,478	34,298	11,856	15,312	7,130	227,334	15,312	93.7%
American Indian or Alaska Native	2,955	469	149	200	120	3,104	200	93.9%
Asian	42,558	1,800	1,140	449	211	43,698	449	99.0%
Pacific Islander	2,479	354	161	128	65	2,640	128	95.4%
Filipino	13,570	701	404	215	82	13,974	215	98.5%
Hispanic or Latino	206,074	37,620	13,422	17,090	7,108	219,496	17,090	92.8%
African American or Black	24,584	7,736	2,556	3,604	1,576	27,140	3,604	88.3%
White, non-Hispanic	125,694	10,097	4,234	3,711	2,152	129,928	3,711	97.2%
Two or More Races	11,810	3,594	1,284	1,754	556	13,094	1,754	88.2%
Economically Disadvantaged	216,491	38,008	12,790	17,315	7,903	229,281	17,315	93.0%
English Learner	45,261	21,389	7,286	10,223	3,880	52,547	10,223	83.7%
Reclassified Fluent English	106,476	4,658	2,461	1,556	641	108,937	1,556	98.6%
Students with Disabilities	24,778	23,491	3,810	13,998	5,683	28,588	13,998	67.1%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2014 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 have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Table 2.20 and Figure 2.1 provide 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 2013 as of May of their senior year. The overall passing rate of 95.5 percent is identical to the comparable rate for the Class of 2013, and it is higher than the rate for earlier years. From the Class of 2006 through the Class of 2014, the overall grade twelve passing rate increased from 91.2 percent to 95.5 percent. Passing rates this year increased somewhat for Pacific Islanders, African American, economically disadvantaged, and students with disabilities. Rates declined a bit this year for students indicating two or more races and for English learners. Overall passing rates were above 90 percent for all demographic groups except English learners (80.6%) and students with disabilities (57.2%).

The passing rate trend shown in Figure 2.1 has been consistently upward for most demographic groups, with SWD being the key exception. Passing rates for SWD's

went up dramatically for the Class of 2008, when the initial exemption for these students was lifted. Since then passing rates have varied considerably as requirements and exemption for these students varied.

Table 2.20. Comparison of Estimated Percentage of Students Meeting the CAHSEE Requirement for the Classes of 2006 Through 2014 Through May 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	Class of 2014
All Students	91.2%	93.3%	93.6%	93.4%	94.4%	94.2%	95.0%	95.5%	95.5%
Females	91.6%	93.6%	94.1%	93.9%	94.8%	94.7%	95.5%	96.0%	95.9%
Males	90.7%	92.9%	93.2%	92.9%	93.9%	93.7%	94.6%	95.1%	95.1%
American Indian or Alaska Native	--[2]	--[2]	93.6%	94.6%	95.4%	94.8%	97.2%	95.5%	95.6%
Asian	95.3%	96.3%	96.5%	96.2%	97.4%	97.1%	97.8%	97.8%	97.7%
Pacific Islander	--[2]	--[2]	--[2]	93.1%	95.3%	93.6%	95.2%	94.2%	95.2%
Filipino	--[2]	--[2]	--[2]	97.2%	98.1%	97.9%	98.4%	98.5%	98.4%
Hispanic or Latino	85.5%	88.6%	89.9%	89.9%	91.4%	91.7%	93.1%	93.8%	93.8%
African American or Black	83.7%	88.4%	87.2%	87.5%	89.6%	89.6%	91.9%	91.8%	92.2%
White, non-Hispanic	97.3%	98.4%	98.2%	97.9%	98.1%	98.2%	98.6%	98.5%	98.6%
Two or More Races[3]	--[3]	--[3]	--[3]	--[3]	--[3]	--[3]	--[3]	92.4%	90.9%
Economically Disadvantaged	85.7%	88.3%	89.8%	89.5%	91.3%	91.4%	92.8%	93.5%	94.2%
English Learner	76.0%	77.1%	78.6%	78.4%	81.0%	80.3%	81.7%	82.2%	80.6%
Reclassified Fluent English	--[2]	--[2]	--[2]	98.1%	98.5%	98.6%	98.9%	98.9%	98.9%
Students with Disabilities[4]	47.8%	48.8%	54.5%	56.6%	53.3%	56.3%	55.5%	53.6%	57.2%

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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More 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 with disabilities are excluded from all rows of this table except the last.

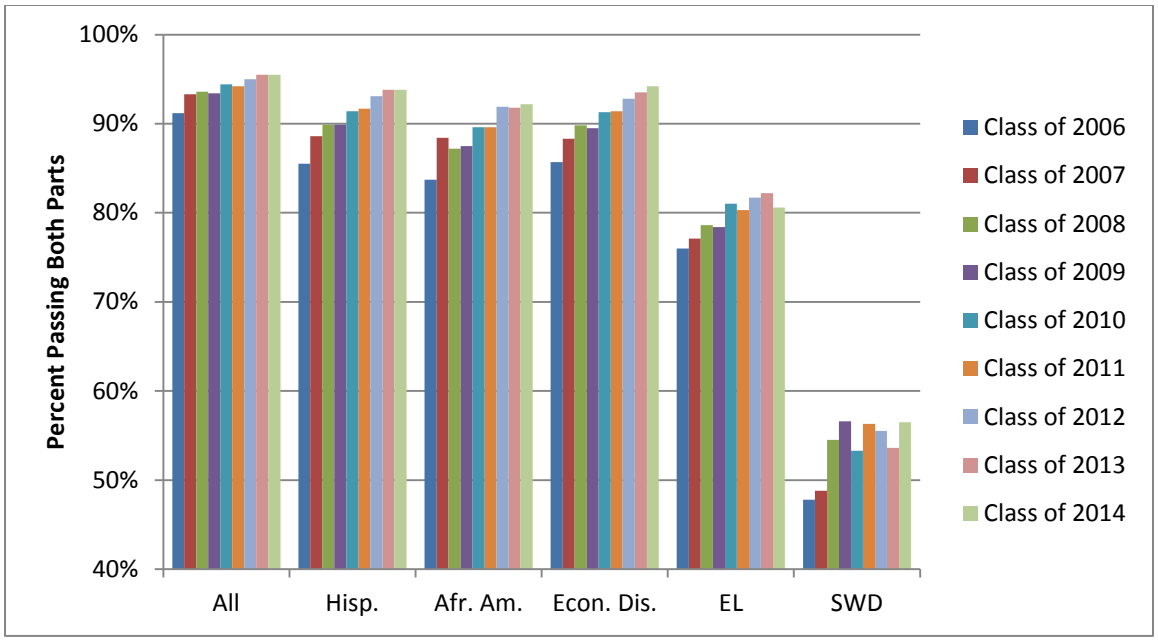

Figure 2.1. Trends in cumulative grade twelve passing rates for selected groups.

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 at about 15 percentage points and the gap for SWD has fluctuated considerably around 40 percentage points, but not shown significant improvement over time.

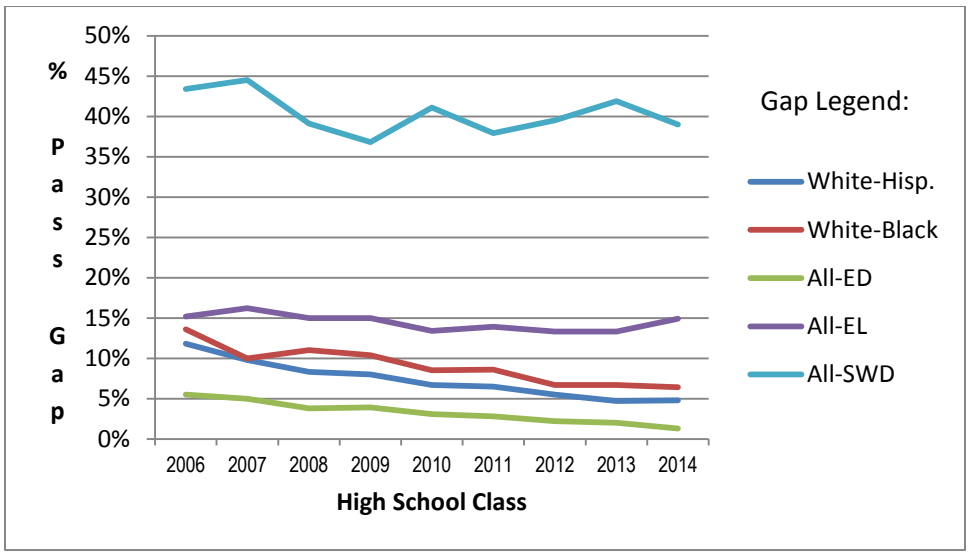

Figure 2.2. Trends in Grade 12 passing rate gaps for selected groups.

Class of 2015 — Improvement for Students Who Retested in Grade Eleven

Tables 2.21 through 2.26 show cumulative passing rates for students in the Class of 2015 (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 prior to 2014 were excluded from the counts in Tables 2.21 through 2.26. 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.

Table 2.21. Estimated Number and Percentage of Students in the Class of 2015[1] Passing Both CAHSEE Tests Through May 2014, Excluding Students with Disabilities

	By May 2013		July 2013−May 2014			Cumulative Total		
Group	Passed	Not Yet Passed	Passed[2]	Not Passed	Not Tested	Passed	Not Yet Passed[3]	Percent Pass
All Students	343,835	94,401	45,164	38,232	11,005	388,999	38,232	91.1%
Females	177,173	44,504	22,007	17,671	4,826	199,180	17,671	91.9%
Males	166,662	49,897	23,157	20,561	6,179	189,819	20,561	90.2%
American Indian or Alaska Native	2,149	708	297	266	145	2,446	266	90.2%
Asian	36,792	4,361	2,308	1,706	347	39,100	1,706	95.8%
Pacific Islander	1,928	647	310	256	81	2,238	256	89.7%
Filipino	12,067	1,494	900	487	107	12,967	487	96.4%
Hispanic or Latino	160,740	60,124	27,501	25,974	6,649	188,241	25,974	87.9%
African American or Black	17,709	9,080	3,721	4,091	1,268	21,430	4,091	84.0%
White, non-Hispanic	101,949	14,282	8,405	4,003	1,874	110,354	4,003	96.5%
Two or More Races	10,501	3,705	1,722	1,449	534	12,223	1,449	89.4%
Economically Disadvantaged	170,932	59,534	26,280	25,974	7,280	197,212	25,974	88.4%
English Learner	17,219	30,578	10,346	16,907	3,325	27,565	16,907	62.0%
Reclassified Fluent English	95,775	13,935	9,332	3,574	1,029	105,107	3,574	96.7%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2015 and are included here along with students who tested as grade ten students last year. Students with disabilities are ***excluded*** from all rows.

[2] Counts of students passing this year include students who passed both parts this year and, more frequently, students who passed one part this year and the other part in a prior year.

[3] Students who have not passed and have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Table 2.22. Estimated Number and Percentage of Students in the Class of 2015[1] Passing Both CAHSEE Tests Through May 2014, Including Students with Disabilities

Group	By May 2013		July 2013−May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed[2]	Not Passed	Not Tested	Passed	Not Yet Passed[3]	Percent Pass
All Students	358,100	136,267	51,596	64,599	20,072	409,696	64,599	86.4%
Females	181,868	59,229	24,224	27,045	7,960	206,092	27,045	88.4%
Males	176,232	77,038	27,372	37,554	12,112	203,604	37,554	84.4%
American Indian or Alaska Native	2,280	1,074	342	494	238	2,622	494	84.1%
Asian	37,725	5,940	2,676	2,524	740	40,401	2,524	94.1%
Pacific Islander	1,979	832	334	380	118	2,313	380	85.9%
Filipino	12,310	1,968	975	726	267	13,285	726	94.8%
Hispanic or Latino	166,754	84,578	31,087	42,072	11,419	197,841	42,072	82.5%
African American or Black	18,448	13,682	4,133	7,148	2,401	22,581	7,148	76.0%
White, non-Hispanic	107,629	22,745	10,055	8,635	4,055	117,684	8,635	93.2%
Two or More Races	10,975	5,448	1,994	2,620	834	12,969	2,620	83.2%
Economically Disadvantaged	177,612	85,843	29,840	42,863	13,140	207,452	42,863	82.9%
English Learner	19,575	45,931	12,418	27,374	6,139	31,993	27,374	53.9%
Reclassified Fluent English	97,738	16,708	10,099	5,077	1,532	107,837	5,077	95.5%
Students with Disabilities	14,265	41,866	6,432	26,367	9,067	20,697	26,367	44.0%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2015 and are included here along with students who tested as grade ten students last year. Students with disabilities are ***included*** in all rows.

[2] Counts of students passing this year include students who passed both parts this year and, more frequently, students who passed one part this year and the other part in a prior year.

[3] Students who have not passed and have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

From the Class of 2015, more than 83,000 general education students and nearly 33,000 students with disabilities took the CAHSEE during the 2013–14 school year. An estimated 45,000 of the general education students who took the CAHSEE in 2013−14 and 6,400 of the students with disabilities completed their CAHSEE requirement. This leaves more than 38,000 general education students and more than 26,000 students with disabilities in the Class of 2015 who are still trying to pass the CAHSEE but have not yet done so.

Table 2.23. Estimated Number and Percentage of Students in the Class of 2015[1] Passing the CAHSEE ELA Test Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	363,353	72,970	38,359	25,519	9,092	401,712	25,519	94.0%
Females	188,938	31,721	17,611	10,302	3,808	206,549	10,302	95.2%
Males	174,415	41,249	20,748	15,217	5,284	195,163	15,217	92.8%
American Indian or Alaska Native	2,259	572	278	175	119	2,537	175	93.5%
Asian	37,118	4,013	2,156	1,532	325	39,274	1,532	96.2%
Pacific Islander	2,037	526	274	183	69	2,311	183	92.7%
Filipino	12,299	1,246	799	356	91	13,098	356	97.4%
Hispanic or Latino	173,751	45,994	23,040	17,424	5,530	196,791	17,424	91.9%
African American or Black	19,758	6,790	3,214	2,549	1,027	22,972	2,549	90.0%
White, non-Hispanic	104,887	10,977	7,085	2,385	1,507	111,972	2,385	97.9%
Two or More Races	11,244	2,852	1,513	915	424	12,757	915	93.3%
Economically Disadvantaged	183,247	45,936	22,304	17,635	5,997	205,551	17,635	92.1%
English Learner	20,597	26,913	10,312	13,563	3,038	30,909	13,563	69.5%
Reclassified Fluent English	100,559	8,867	6,579	1,543	745	107,138	1,543	98.6%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2015 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 have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Table 2.24. Estimated Number and Percentage of Students in the Class of 2015[1] Passing the CAHSEE ELA Test Through May 2014, Including Students with Disabilities

Group	By May 2013		July 2013−May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	381,856	109,677	45,925	46,514	17,238	427,781	46,514	90.2%
Females	195,550	44,176	20,317	17,270	6,589	215,867	17,270	92.6%
Males	186,306	65,501	25,608	29,244	10,649	211,914	29,244	87.9%
American Indian or Alaska Native	2,431	883	333	352	198	2,764	352	88.7%
Asian	38,115	5,500	2,538	2,272	690	40,653	2,272	94.7%
Pacific Islander	2,103	689	310	280	99	2,413	280	89.6%
Filipino	12,569	1,682	893	549	240	13,462	549	96.1%
Hispanic or Latino	181,931	67,893	27,316	30,666	9,911	209,247	30,666	87.2%
African American or Black	20,926	10,870	3,777	5,026	2,067	24,703	5,026	83.1%
White, non-Hispanic	111,843	17,835	8,922	5,554	3,359	120,765	5,554	95.6%
Two or More Races	11,938	4,325	1,836	1,815	674	13,774	1,815	88.4%
Economically Disadvantaged	192,163	69,552	26,594	31,558	11,400	218,757	31,558	87.4%
English Learner	23,740	41,382	12,782	22,845	5,755	36,522	22,845	61.5%
Reclassified Fluent English	103,061	10,990	7,379	2,474	1,137	110,440	2,474	97.8%
Students with Disabilities	18,503	36,707	7,566	20,995	8,146	26,069	20,995	55.4%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2015 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 have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Table 2.25. Estimated Number and Percentage of Students in the Class of 2015[1] Passing the CAHSEE Mathematics Test Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	364,767	71,856	36,424	26,040	9,392	401,191	26,040	93.9%
Females	185,212	35,898	18,534	13,105	4,259	203,746	13,105	94.0%
Males	179,555	35,958	17,890	12,935	5,133	197,445	12,935	93.9%
American Indian or Alaska Native	2,288	555	238	186	131	2,526	186	93.1%
Asian	38,510	2,523	1,761	535	227	40,271	535	98.7%
Pacific Islander	2,093	470	243	158	69	2,336	158	93.7%
Filipino	12,472	1,062	700	282	80	13,172	282	97.9%
Hispanic or Latino	174,456	45,412	21,774	17,985	5,653	196,230	17,985	91.6%
African American or Black	19,189	7,461	3,216	3,116	1,129	22,405	3,116	87.8%
White, non-Hispanic	104,650	11,345	6,967	2,740	1,638	111,617	2,740	97.6%
Two or More Races	11,109	3,028	1,525	1,038	465	12,634	1,038	92.4%
Economically Disadvantaged	185,016	44,319	20,602	17,568	6,149	205,618	17,568	92.1%
English Learner	25,671	21,520	8,679	10,122	2,719	34,350	10,122	77.2%
Reclassified Fluent English	99,601	9,928	6,485	2,595	848	106,086	2,595	97.6%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2015 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 have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Table 2.26. Estimated Number and Percentage of Students in the Class of 2015[1] Passing the CAHSEE Mathematics Test Through May 2014, Including Students with Disabilities

Group	By May 2013		July 2013−May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed[2]	Percent Pass
All Students	384,604	107,665	42,721	46,970	17,974	427,325	46,970	90.1%
Females	191,489	48,893	20,761	20,887	7,245	212,250	20,887	91.0%
Males	193,115	58,772	21,960	26,083	10,729	215,075	26,083	89.2%
American Indian or Alaska Native	2,463	875	283	370	222	2,746	370	88.1%
Asian	39,923	3,584	2,058	944	582	41,981	944	97.8%
Pacific Islander	2,176	621	271	246	104	2,447	246	90.9%
Filipino	12,791	1,454	773	447	234	13,564	447	96.8%
Hispanic or Latino	183,842	66,217	25,386	30,685	10,146	209,228	30,685	87.2%
African American or Black	20,232	11,725	3,709	5,788	2,228	23,941	5,788	80.5%
White, non-Hispanic	111,377	18,648	8,432	6,510	3,706	119,809	6,510	94.8%
Two or More Races	11,800	4,541	1,809	1,980	752	13,609	1,980	87.3%
Economically Disadvantaged	195,106	66,891	24,179	31,030	11,682	219,285	31,030	87.6%
English Learner	30,464	34,236	11,021	17,882	5,333	41,485	17,882	69.9%
Reclassified Fluent English	102,117	12,110	7,056	3,741	1,313	109,173	3,741	96.7%
Students with Disabilities	19,837	35,809	6,297	20,930	8,582	26,134	20,930	55.5%

[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), 2011–12 (Class of 2012), or 2012–13 (Class of 2013) 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 2015 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 have not yet continued to try to pass in 2013−14 are excluded from the cumulative totals.

Table 2.27 compares subject-specific and overall passing rates for this year's grade eleven students (Class of 2015) to passing rates for students in the Classes of 2013 and 2014 at this same point in grade eleven. Figures 2.3 and 2.4 show these results graphically for the CAHSEE ELA and mathematics tests, respectively. The overall grade eleven passing rate has increased significantly in 2013−14, from 85.9 percent to 86.4 percent. Passing rates increased for most demographic groups, including students with disabilities, but are down for English learners and students indicating two or more races. The cumulative total[11] of grade eleven English learners in the Class of 2015 who have passed or are still trying to pass the CAHSEE (59,367) declined from that of the Class of 2014 (64,955), while the cumulative total of RFEP

[11] The cumulative totals shown in Table 2.22 include students who passed the CAHSEE in grade ten and students who attempted to pass the CAHSEE in grade eleven. Students who did not take the CAHSEE in grade eleven are excluded. The cumulative totals are the base for computing the cumulative passing rates.

students has increased slightly from the Class of 2014 (110,161) to the Class of 2015 (112,914). It may be that a shift of students from English learner to RFEP status helps account for the decrease in cumulative passing rates for English learners and the lack of an increase for RFEP students.

Table 2.27. Comparison of Estimated Passing Rates for the Classes of 2013 Through 2015 Through May of Their Junior Year, Including Students with Disabilities[1]

	Passed ELA			Passed Mathematics			Passed Both		
Group	Class of 2013	Class of 2014	Class of 2015	Class of 2013	Class of 2014	Class of 2015	Class of 2013	Class of 2014	Class of 2015
All Students	89.6%	89.8%	90.2%	89.9%	89.7%	90.1%	85.8%	85.9%	86.4%
Females	92.1%	92.3%	92.6%	90.7%	90.7%	91.0%	87.9%	87.9%	88.4%
Males	87.2%	87.5%	87.9%	89.0%	88.8%	89.2%	83.8%	83.9%	84.4%
American Indian or Alaska Native	90.6%	89.3%	88.7%	88.9%	87.5%	88.1%	85.4%	84.0%	84.1%
Asian	94.5%	94.5%	94.7%	97.9%	97.8%	97.8%	93.9%	93.9%	94.1%
Pacific Islander	90.0%	88.8%	89.6%	90.8%	90.2%	90.9%	86.9%	85.0%	85.9%
Filipino	96.0%	95.9%	96.1%	96.7%	96.4%	96.8%	94.7%	94.5%	94.8%
Hispanic or Latino	86.1%	86.5%	87.2%	86.7%	86.7%	87.2%	81.3%	81.6%	82.5%
African American	83.2%	82.5%	83.1%	80.6%	79.2%	80.5%	76.0%	74.7%	76.0%
White, non-Hispanic	95.3%	95.4%	95.6%	94.9%	94.6%	94.8%	93.0%	92.9%	93.2%
Two or More Races	83.7%	89.7%	88.4%	82.2%	88.0%	87.3%	76.7%	84.7%	83.2%
Economically Disadvantaged	85.2%	85.9%	87.4%	86.2%	86.4%	87.6%	80.4%	81.0%	82.9%
English Learner	63.3%	62.9%	61.5%	72.2%	71.7%	69.9%	56.1%	55.8%	53.9%
Reclassified Fluent English	97.9%	97.8%	97.8%	97.1%	96.7%	96.7%	95.9%	95.5%	95.5%
Students with Disabilities	50.5%	54.3%	55.4%	52.2%	54.9%	55.5%	38.6%	42.8%	44.0%

[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.

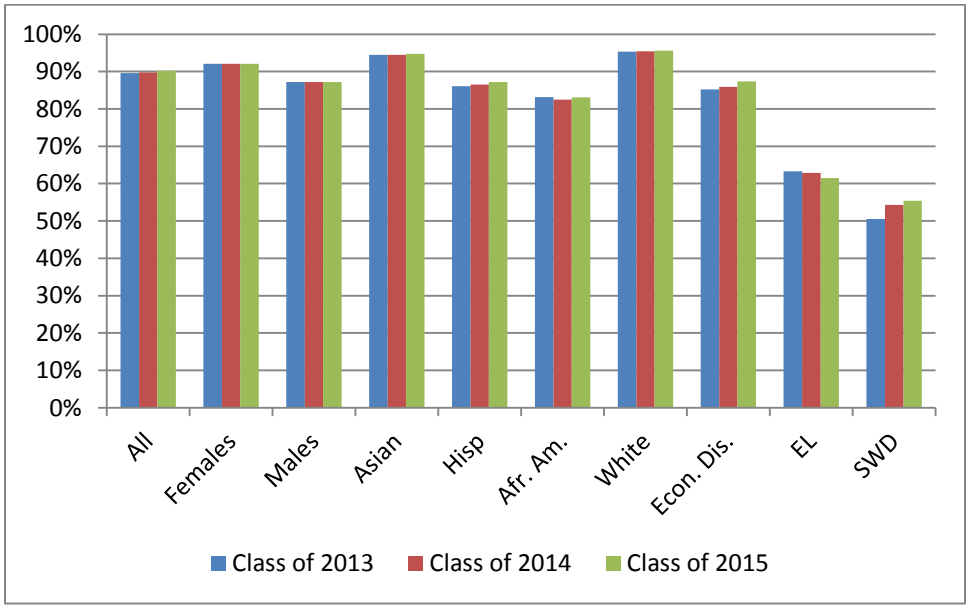

Figure 2.3. Trends in cumulative grade eleven ELA passing rates for selected groups.

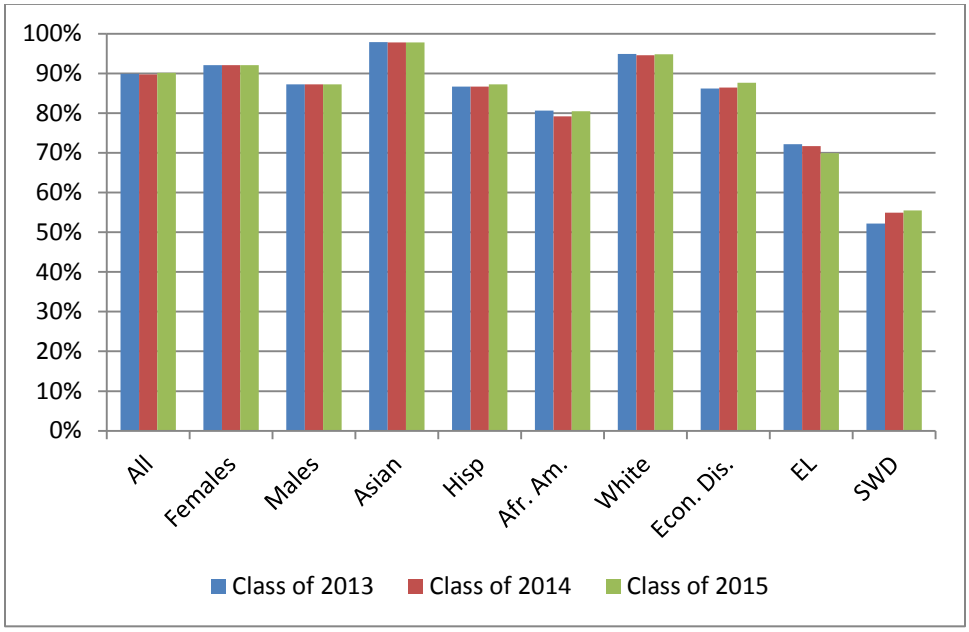

Figure 2.4. Trends in cumulative grade eleven mathematics passing rates for selected groups.

Initial Results for the Class of 2016

Tables 2.28 through 2.30 show cumulative passing rates for students in the Class of 2016 − 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 2.28. Estimated Number and Percentage of Students in the Class of 2016 Passing Both CAHSEE Tests Through May 2014, Including Students with Disabilities

	By May 2013[1]		July 2013−May 2014			Cumulative Total		
Group	Passed	Not Yet Passed	Passed	Not Passed	Not Tested[2]	Passed	Not Yet Passed	Percent Pass
All Students	2,862	475,077	359,975	104,782	10,320	362,837	115,102	75.9%
Females	1,281	232,231	182,856	45,078	4,297	184,137	49,375	78.9%
Males	1,581	242,846	177,119	59,704	6,023	178,700	65,727	73.1%
American Indian or Alaska Native	8	3,253	2,182	941	130	2,190	1,071	67.2%
Asian	30	40,425	36,087	3,893	445	36,117	4,338	89.3%
Pacific Islander	9	2,696	2,000	639	57	2,009	696	74.3%
Filipino	23	13,808	12,246	1,383	179	12,269	1,562	88.7%
Hispanic or Latino	2,063	244,912	170,363	69,067	5,482	172,426	74,549	69.8%
African American or Black	210	30,685	18,596	10,924	1,165	18,806	12,089	60.9%
White, non-Hispanic	395	123,531	105,904	15,154	2,473	106,299	17,627	85.8%
Two or More Races	124	15,767	12,597	2,781	389	12,721	3,170	80.1%
Economically Disadvantaged	2,002	251,821	171,563	74,077	6,181	173,565	80,258	68.4%
English Learner	174	56,531	16,543	37,502	2,486	16,717	39,988	29.5%
Reclassified Fluent English	958	111,287	96,533	13,803	951	97,491	14,754	86.9%
Students with Disabilities	85	54,110	14,364	35,002	4,744	14,449	39,746	26.7%

[1] Students who were in grade ten in 2013–14 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.

An estimated 360,000 grade ten students passed both parts of the CAHSEE this year. Nearly 105,000 additional students participated in one or more of the CAHSEE administrations but did not yet pass both parts. Three-quarters (75.9% of the grade ten students, including students who were registered for but did not take the test, have met the CAHSEE requirement. Initial (grade ten) passing rates continue to be significantly lower (less than 70%) for American Indian/Alaska Native, Hispanic, African American,

and economically disadvantaged students. Passing rates for English learners and students with disabilities were below 30 percent.

Table 2.29. Estimated Number and Percentage of Students in the Class of 2016 Passing the CAHSEE ELA Test Through May 2014, Including Students with Disabilities

Group	By May 2013[1]		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested[2]	Passed	Not Yet Passed	Percent Pass
All Students	3,883	474,056	382,798	80,982	10,276	386,681	91,258	80.9%
Females	1,839	231,673	195,549	31,853	4,271	197,388	36,124	84.5%
Males	2,044	242,383	187,249	49,129	6,005	189,293	55,134	77.4%
American Indian or Alaska Native	10	3,251	2,404	718	129	2,414	847	74.0%
Asian	39	40,416	36,482	3,489	445	36,521	3,934	90.3%
Pacific Islander	12	2,693	2,137	499	57	2,149	556	79.4%
Filipino	32	13,799	12,522	1,098	179	12,554	1,277	90.8%
Hispanic or Latino	2,816	244,159	184,631	54,077	5,451	187,447	59,528	75.9%
African American or Black	316	30,579	21,071	8,346	1,162	21,387	9,508	69.2%
White, non-Hispanic	488	123,438	110,260	10,711	2,467	110,748	13,178	89.4%
Two or More Races	170	15,721	13,291	2,044	386	13,461	2,430	84.7%
Economically Disadvantaged	2,709	251,114	186,194	58,762	6,158	188,903	64,920	74.4%
English Learner	316	56,389	20,320	33,588	2,481	20,636	36,069	36.4%
Reclassified Fluent English	1,277	110,968	101,034	8,994	940	102,311	9,934	91.1%
Students with Disabilities	166	54,029	19,289	29,999	4,741	19,455	34,740	35.9%

[1] Students who were in grade ten in 2013–14 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 2.30. Estimated Number and Percentage of Students in the Class of 2016 Passing the CAHSEE Mathematics Tests Through May 2014, Including Students with Disabilities

Group	By May 2013[1]		July 2013—May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested[2]	Passed	Not Yet Passed	Percent Pass
All Students	3,620	474,319	389,542	74,488	10,289	393,162	84,777	82.3%
Females	1,515	231,997	193,946	33,769	4,282	195,461	38,051	83.7%
Males	2,105	242,322	195,596	40,719	6,007	197,701	46,726	80.9%
American Indian or Alaska Native	10	3,251	2,402	719	130	2,412	849	74.0%
Asian	46	40,409	38,436	1,528	445	38,482	1,973	95.1%
Pacific Islander	9	2,696	2,198	441	57	2,207	498	81.6%
Filipino	32	13,799	12,804	816	179	12,836	995	92.8%
Hispanic or Latino	2,671	244,304	189,596	49,253	5,455	192,267	54,708	77.8%
African American or Black	254	30,641	20,789	8,689	1,163	21,043	9,852	68.1%
White, non-Hispanic	448	123,478	110,039	10,967	2,472	110,487	13,439	89.2%
Two or More Races	150	15,741	13,278	2,075	388	13,428	2,463	84.5%
Economically Disadvantaged	2,573	251,250	192,745	52,344	6,161	195,318	58,505	77.0%
English Learner	423	56,282	28,498	25,313	2,471	28,921	27,784	51.0%
Reclassified Fluent English	1,151	111,094	101,442	8,706	946	102,593	9,652	91.4%
Students with Disabilities	169	54,026	20,789	28,495	4,742	20,958	33,237	38.7%

[1] Students who were in grade ten in 2013–14 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.

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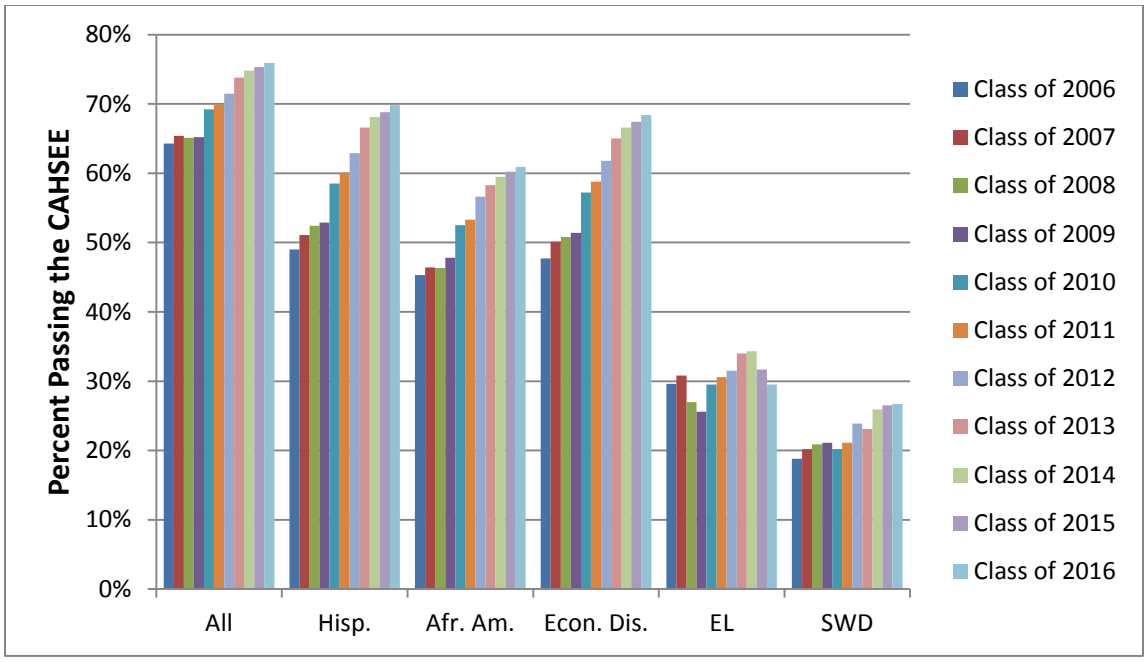
Table 2.31 shows a comparison of CAHSEE passing rates from the census testing of grade ten students for the high school classes of 2008 through 2016, including SWD in all rows. Passing rates increased each year. Initial passing rates for the Class of 2016 are within a percentage point of the passing rates for the Class of 2015 except for English learners, where the passing rate declined by 2.2 percentage points this year, and American Indian/Alaskan Native where the rate declined by 1.4 percentage points. Trends in overall passing rates, beginning with the Class of 2006 and including SWD, are shown in Figure 2.5.

Table 2.31. Comparison of Estimated Percent of Students Meeting the CAHSEE Requirement for the Classes of 2008 Through 2016, Through May of Their Grade Ten Year, Including Students with Disabilities

Group	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
All Students	65.1%	65.2%	69.2%	69.9%	71.5%	73.8%	74.8%	75.3%	75.9%
Females	67.9%	68.0%	71.8%	72.4%	74.2%	76.6%	77.9%	78.2%	78.9%
Males	62.4%	62.5%	66.8%	67.4%	68.9%	71.2%	71.9%	72.5%	73.1%
American Indian or Alaska Native	61.0%	61.6%	66.0%	64.8%	68.6%	67.4%	69.1%	68.6%	67.2%
Asian	82.5%	83.2%	85.8%	86.1%	88.0%	88.5%	89.3%	89.0%	89.3%
Pacific Islander	62.9%	63.3%	69.7%	68.9%	70.0%	73.2%	73.3%	73.0%	74.3%
Filipino	81.3%	82.4%	84.5%	85.1%	86.7%	87.6%	88.4%	88.5%	88.7%
Hispanic or Latino	52.4%	52.9%	58.5%	60.1%	62.9%	66.6%	68.1%	68.8%	69.8%
African American or Black	46.3%	47.8%	52.5%	53.3%	56.6%	58.3%	59.5%	60.2%	60.9%
White, non-Hispanic	80.5%	80.5%	83.4%	83.2%	83.5%	84.6%	84.9%	85.3%	85.8%
Two or More Races[1]	--[1]	--[1]	--[1]	--[1]	--[1]	73.8%	76.4%	77.9%	80.1%
Economically Disadvantaged	50.8%	51.4%	57.2%	58.8%	61.8%	65.0%	66.6%	67.4%	68.4%
English Learner	27.0%	25.6%	29.5%	30.6%	31.5%	34.0%	34.3%	31.7%	29.5%
Reclassified Fluent English	78.1%	77.9%	83.3%	84.1%	85.5%	87.5%	88.2%	87.8%	86.9%
Special Education	20.9%	21.1%	20.2%	21.1%	23.9%	23.1%	25.9%	26.5%	26.7%

[1] The "Two or More Races" category was added in 2010-11. Students are shown in the "Two or More 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 2.32 shows the distribution of the highest level of mathematics courses completed by the end of grade ten for students in the Class of 2016 compared to students in the classes of 2008 through 2015. Over the past nine years, the proportion of students taking higher levels of mathematics courses by grade ten has increased.

Table 2.32. Distribution of Grade Ten Students by Highest Mathematics Course Taken

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
General Math	1.9%	0.9%	0.0%	1.2%	1.1%	1.0%	0.9%	0.8%	0.8%
Pre-Algebra	11.7%	3.1%	2.2%	8.7%	8.3%	8.2%	7.8%	7.3%	6.8%
Algebra I	18.9%	28.3%	27.7%	18.3%	17.2%	16.8%	16.2%	16.2%	14.5%
Geometry	34.3%	33.6%	36.9%	38.5%	38.6%	37.4%	36.6%	36.3%	36.7%
Algebra II	20.4%	21.3%	23.4%	25.4%	26.3%	27.6%	29.2%	30.7%	31.0%
Advanced Math	2.7%	2.8%	3.1%	3.4%	3.8%	4.1%	4.8%	4.9%	5.5%
None/Missing	10.3%	10.0%	6.6%	4.6%	4.6%	4.6%	4.6%	4.8%	4.9%
No. of Students	502,874	502,501	474,351	458,777	461,663	461,716	454,874	449,648	448,862

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

Table 2.33 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 three-quarters of the grade ten students had taken or were taking mathematics courses beyond Algebra I. More than 90 percent of Asian students were taking courses beyond Algebra I. The percentage of students with disabilities taking courses beyond Algebra I has increased very significantly from 33 percent for the Class of 2008 to 49 percent for the Class of 2016; however, their rate is still low compared to students in other demographic groups.

For all groups, the percentage taking courses beyond Algebra I continued to increase last year as shown in Table 2.33. 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 2016 African-American students taking courses beyond Algebra I in 2013–14 (72%) was 9 points less than the percentage of white students and nearly 20 points lower than the percentage of Asian students taking courses beyond Algebra I this year.

Table 2.33. 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	Class of 2016
All Students	64.0%	64.2%	68.0%	70.4%	72.0%	72.6%	74.0%	75.5%	76.9%
Females	67.1%	67.6%	71.1%	73.3%	74.8%	75.4%	76.9%	78.3%	79.7%
Males	61.0%	60.9%	65.0%	67.6%	69.2%	69.9%	71.1%	72.8%	74.1%
American Indian or Alaska Native	--[2]	50.1%	55.6%	57.0%	61.4%	60.9%	63.5%	65.1%	66.4%
Asian	85.1%	85.0%	87.9%	88.9%	89.4%	89.7%	91.0%	91.0%	91.5%
Pacific Islander	--[2]	62.0%	67.5%	70.7%	70.2%	72.8%	74.5%	76.1%	77.8%
Filipino	--[2]	79.7%	82.1%	84.4%	85.1%	85.9%	87.2%	87.9%	89.5%
Hispanic	56.3%	56.3%	60.8%	64.1%	66.4%	67.4%	68.7%	70.7%	72.3%
African American or Black	58.4%	59.2%	63.4%	64.9%	66.6%	66.8%	68.3%	70.3%	71.8%
White, non-Hispanic	68.8%	69.3%	72.5%	74.6%	76.0%	76.7%	77.9%	79.6%	80.8%
Economically Disadvantaged	57.2%	57.3%	61.7%	64.6%	66.6%	67.1%	68.6%	70.6%	72.1%
English Learner	46.1%	43.3%	48.3%	52.3%	53.5%	53.5%	54.7%	54.8%	55.1%
Reclassified Fluent English	--[2]	76.7%	78.7%	80.5%	81.7%	81.6%	82.3%	82.6%	83.0%
Students with Disabilities	33.3%	31.7%	33.9%	36.8%	41.7%	41.9%	44.2%	46.6%	49.0%

[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 2.34 shows the CAHSEE mathematics passing rates for students at each course level. Passing rates increased for the Class of 2016 at all levels except Advanced Math, where in excess of 99 percent of students passed. Current rates are higher at all levels compared to the Class of 2008. Not only are more students taking higher level mathematics courses, but CAHSEE passing rates have increased for students at each level.

Table 2.34. 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 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Algebra I	53.5%	59.0%	61.1%	58.3%	59.0%	61.1%	61.5%	61.7%	63.0%
Geometry	81.3%	84.2%	85.3%	84.9%	85.0%	86.7%	87.1%	86.8%	87.3%
Algebra II	91.9%	95.4%	96.0%	98.8%	96.0%	96.2%	96.3%	96.5%	96.6%
Advanced Math	96.4%	98.9%	99.2%	99.7%	98.6%	99.1%	98.9%	99.2%	99.1%
None/Missing	49.0%	35.4%	48.9%	64.6%	64.9%	67.4%	69.1%	70.4%	71.5%
No. of Students	502,874	502,501	474,351	458,777	461,663	461,716	454,874	449,648	448,862

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 2011 through 2013 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 2011

Tables 2.35 through 2.37 show the number of students originally in the Class of 2011 (first-time seniors in spring 2011) who continued to take the CAHSEE this year and the number now estimated to have passed the CAHSEE through May 2014. 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 2011 tested again this year but could not be matched to earlier records because of differences in coding identifying information.

This year, nearly 1,600 general education students and 132 students with disabilities from the Class of 2011 took the CAHSEE, with an estimated 436 of the general education students and 7 of the students with disabilities completing the CAHSEE requirement.

Table 2.35. Estimated Number and Percentage of Students in the Class of 2011[1] Passing Both Portions of the CAHSEE Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2012–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	427,654	21,601	436	1,140	20,025	428,090	21,165	95.3%
Females	217,238	9,779	255	661	8,863	217,493	9,524	95.8%
Males	210,416	11,822	181	479	11,162	210,597	11,641	94.8%
American Indian or Alaska Native	3,202	141	1	6	134	3,203	140	95.8%
Asian	43,080	895	11	50	834	43,091	884	98.0%
Pacific Islander	2,998	172	2	5	165	3,000	170	94.6%
Filipino	13,950	219	4	7	208	13,954	215	98.5%
Hispanic or Latino	193,768	14,275	299	763	13,213	194,067	13,976	93.3%
African American or Black	29,979	2,659	33	108	2,518	30,012	2,626	92.0%
White, non-Hispanic	139,110	2,029	30	57	1,942	139,140	1,999	98.6%
Two or More Races[2]	1,567	1,211	56	144	1,011	1,623	1,155	--[2]
Economically Disadvantaged	193,509	13,031	97	271	12,663	193,606	12,934	93.7%
English Learner	51,187	9,876	192	565	9,119	51,379	9,684	84.1%
Reclassified Fluent English	87,478	891	19	37	835	87,497	872	99.0%
Students with Disabilities	19,506	14,758	7	125	14,626	19,513	14,751	56.9%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a 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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

Table 2.36. Estimated Number and Percentage of Students in the Class of 2011[1] Passing the CAHSEE ELA Test Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	435,121	14,134	286	675	13,173	435,407	13,848	96.9%
Females	221,350	5,667	161	341	5,165	221,511	5,506	97.6%
Males	213,771	8,467	125	334	8,008	213,896	8,342	96.2%
American Indian or Alaska Native	3,262	81	1	5	75	3,263	80	97.6%
Asian	43,178	797	11	44	742	43,189	786	98.2%
Pacific Islander	3,048	122	0	5	117	3,048	122	96.2%
Filipino	14,007	162	3	6	153	14,010	159	98.9%
Hispanic or Latino	198,433	9,610	199	446	8,965	198,632	9,411	95.5%
African American or Black	31,120	1,518	20	65	1,433	31,140	1,498	95.4%
White, non-Hispanic	140,020	1,119	15	27	1,077	140,035	1,104	99.2%
Two or More Races[2]	2,053	725	37	77	611	2,090	688	--[2]
Economically Disadvantaged	197,638	8,902	62	167	8,673	197,700	8,840	95.7%
English Learner	53,316	7,747	148	406	7,193	53,464	7,599	87.6%
Reclassified Fluent English	88,017	352	12	9	331	88,029	340	99.6%
Students with Disabilities	23,282	10,982	9	98	10,875	23,291	10,973	68.0%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a 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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

Table 2.37. Estimated Number and Percentage of Students in the Class of 2011[1] Passing the CAHSEE Mathematics Test Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2012–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	434,136	15,119	281	723	14,115	434,417	14,838	96.7%
Females	219,703	7,314	169	452	6,693	219,872	7,145	96.9%
Males	214,433	7,805	112	271	7,422	214,545	7,693	96.5%
American Indian or Alaska Native	3,225	118	1	4	113	3,226	117	96.5%
Asian	43,670	305	3	12	290	43,673	302	99.3%
Pacific Islander	3,051	119	2	1	116	3,053	117	96.3%
Filipino	14,034	135	1	3	131	14,035	134	99.1%
Hispanic or Latino	198,235	9,808	182	483	9,143	198,417	9,626	95.4%
African American or Black	30,395	2,243	27	90	2,126	30,422	2,216	93.2%
White, non-Hispanic	139,602	1,537	27	41	1,469	139,629	1,510	98.9%
Two or More Races[2]	1,924	854	38	89	727	1,962	816	--[2]
Economically Disadvantaged	197,456	9,084	73	193	8,818	197,529	9,011	95.6%
English Learner	55,386	5,677	99	271	5,307	55,485	5,578	90.9%
Reclassified Fluent English	87,655	714	13	31	670	87,668	701	99.2%
Students with Disabilities	22,720	11,544	7	103	11,434	22,727	11,537	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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

Class of 2012

Tables 2.38 through 2.40 show estimated cumulative passing rates for the Class of 2012 after including results from the 2013–14 CAHSEE administrations through May 2013. To avoid duplication, we have excluded students who were counted previously as being in the Class of 2006 through 2011, even though some of those students were also in grade twelve in 2012. Thus, the definition of the Class of 2012 used here is students who were in grade twelve for the first time in spring 2012. As with the Class of 2011, 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 2.38. Estimated Number and Percentage of Students in the Class of 2012[1] Passing Both CAHSEE Tests Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	427,406	19,747	985	2,389	16,373	428,391	18,762	95.8%
Females	217,206	8,946	547	1,341	7,058	217,753	8,399	96.3%
Males	210,200	10,801	438	1,048	9,315	210,638	10,363	95.3%
American Indian or Alaska Native	3,939	102	3	8	91	3,942	99	97.6%
Asian	43,594	819	41	111	667	43,635	778	98.2%
Pacific Islander	3,013	131	3	12	116	3,016	128	95.9%
Filipino	13,721	185	10	19	156	13,731	175	98.7%
Hispanic or Latino	199,582	13,199	677	1,678	10,844	200,259	12,522	94.1%
African American or Black	28,894	2,218	80	206	1,932	28,974	2,138	93.1%
White, non-Hispanic	131,084	1,666	72	121	1,473	131,156	1,594	98.8%
Two or More Races[2]	3,579	1,427	99	234	1,094	3,678	1,328	--[2]
Economically Disadvantaged	205,497	12,195	337	808	11,050	205,834	11,858	94.6%
English Learner	47,344	9,068	420	1,255	7,393	47,764	8,648	84.7%
Reclassified Fluent English	93,978	932	79	116	737	94,057	853	99.1%
Students with Disabilities	22,260	16,998	51	453	16,494	22,311	16,947	56.8%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a 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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

This year, more than 3,300 general education students and more than 500 students with disabilities in the Class of 2012 who had not passed the CAHSEE by May of 2013 continued to try to meet the CAHSEE requirement, more than a year after their scheduled graduation. Table 2.38 shows 95.8 percent of the general education students and 56.8 percent of students with disabilities counted as being in the Class of 2012 have now passed the CAHSEE.

Table 2.39. Estimated Number and Percentage of Students in the Class of 2012[1] Passing the CAHSEE ELA Test Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	434,093	13,060	674	1,513	10,873	434,767	12,386	97.2%
Females	220,937	5,215	338	762	4,115	221,275	4,877	97.8%
Males	213,156	7,845	336	751	6,758	213,492	7,509	96.6%
American Indian or Alaska Native	3,977	64	3	4	57	3,980	61	98.5%
Asian	43,669	744	35	105	604	43,704	709	98.4%
Pacific Islander	3,052	92	3	8	81	3,055	89	97.2%
Filipino	13,765	141	8	14	119	13,773	133	99.0%
Hispanic or Latino	203,925	8,856	458	1,055	7,343	204,383	8,398	96.1%
African American or Black	29,777	1,335	50	110	1,175	29,827	1,285	95.9%
White, non-Hispanic	131,813	937	43	68	826	131,856	894	99.3%
Two or More Races[2]	4,115	891	74	149	668	4,189	817	--[2]
Economically Disadvantaged	209,433	8,259	222	517	7,520	209,655	8,037	96.3%
English Learner	49,235	7,177	332	971	5,874	49,567	6,845	87.9%
Reclassified Fluent English	94,558	352	33	36	283	94,591	319	99.7%
Students with Disabilities	26,256	13,002	55	345	12,602	26,311	12,947	67.0%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a 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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

Table 2.40. Estimated Number and Percentage of Students in the Class of 2012[1] Passing the CAHSEE Mathematics Test Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	433,776	13,377	610	1,391	11,376	434,386	12,767	97.1%
Females	219,697	6,455	361	864	5,230	220,058	6,094	97.3%
Males	214,079	6,922	249	527	6,146	214,328	6,673	97.0%
American Indian or Alaska Native	3,970	71	0	5	66	3,970	71	98.2%
Asian	44,187	226	11	20	195	44,198	215	99.5%
Pacific Islander	3,057	87	3	8	76	3,060	84	97.3%
Filipino	13,801	105	4	9	92	13,805	101	99.3%
Hispanic or Latino	203,844	8,937	421	997	7,519	204,265	8,516	96.0%
African American or Black	29,338	1,774	65	153	1,556	29,403	1,709	94.5%
White, non-Hispanic	131,556	1,194	49	71	1,074	131,605	1,145	99.1%
Two or More Races[2]	4,023	983	57	128	798	4,080	926	--[2]
Economically Disadvantaged	209,386	8,306	225	508	7,573	209,611	8,081	96.3%
English Learner	51,397	5,015	207	541	4,267	51,604	4,808	91.5%
Reclassified Fluent English	94,164	746	58	94	594	94,222	688	99.3%
Students with Disabilities	26,252	13,006	43	352	12,611	26,295	12,963	67.0%

[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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

Class of 2013

Tables 2.41 through 2.43 show estimated cumulative passing rates for the Class of 2013 after including results from the 2013–14 CAHSEE administrations through May 2014. 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 2013. As with the Class of 2011 and the Class of 2012, the definition of the Class of 2013 used here is students who were in grade twelve for the first time in spring 2013. For consistency with other classes, we continue to report results separately for students with disabilities and exclude these students from counts for other demographic categories.

Table 2.41. Estimated Number and Percentage of Students in the Class of 2013[1] Passing Both CAHSEE Tests Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	425,725	20,513	2,861	6,103	11,549	428,586	17,652	96.0%
Females	216,973	9,442	1,455	3,158	4,829	218,428	7,987	96.5%
Males	208,752	11,071	1,406	2,945	6,720	210,158	9,665	95.6%
American Indian or Alaska Native	3,091	129	8	20	101	3,099	121	96.2%
Asian	42,025	967	152	303	512	42,177	815	98.1%
Pacific Islander	2,754	162	20	36	106	2,774	142	95.1%
Filipino	13,745	203	36	67	100	13,781	167	98.8%
Hispanic or Latino	200,796	13,591	1,878	4,225	7,488	202,674	11,713	94.5%
African American or Black	26,257	2,259	280	564	1,415	26,537	1,979	93.1%
White, non-Hispanic	126,793	1,960	264	408	1,288	127,057	1,696	98.7%
Two or More Races[2]	10,264	1,242	223	480	539	10,487	1,019	--[2]
Economically Disadvantaged	209,424	12,772	1,437	3,190	8,145	210,861	11,335	94.9%
English Learner	43,166	9,538	1,291	3,228	5,019	44,457	8,247	84.4%
Reclassified Fluent English	96,679	1,175	255	352	568	96,934	920	99.1%
Students with Disabilities	20,977	17,992	258	2,420	15,314	21,235	17,734	54.5%

[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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

Nearly 9,000 general education students and nearly 2,700 students with disabilities in the Class of 2013 who had not passed the CAHSEE by May 2013 continued to try to pass the CAHSEE this year. By the end of the year, 2,861 of these general education students and 258 of the students with disabilities had passed, bringing the total passing rates to 96.0 percent for general education students and 54.5 percent for students with disabilities.

Table 2.42. Estimated Number and Percentage of Students in the Class of 2013[1] Passing the CAHSEE ELA Test Through May 2014, 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	432,443	13,795	1,964	3,920	7,911	434,407	11,831	97.3%
Females	220,775	5,640	898	1,837	2,905	221,673	4,742	97.9%
Males	211,668	8,155	1,066	2,083	5,006	212,734	7,089	96.8%
American Indian or Alaska Native	3,144	76	6	10	60	3,150	70	97.8%
Asian	42,107	885	133	271	481	42,240	752	98.3%
Pacific Islander	2,804	112	15	23	74	2,819	97	96.7%
Filipino	13,798	150	26	49	75	13,824	124	99.1%
Hispanic or Latino	205,146	9,241	1,285	2,724	5,232	206,431	7,956	96.3%
African American or Black	27,155	1,361	187	318	856	27,342	1,174	95.9%
White, non-Hispanic	127,559	1,194	171	235	788	127,730	1,023	99.2%
Two or More Races[2]	10,730	776	141	290	345	10,871	635	--[2]
Economically Disadvantaged	213,348	8,848	1,025	2,111	5,712	214,373	7,823	96.5%
English Learner	45,029	7,675	1,058	2,497	4,120	46,087	6,617	87.4%
Reclassified Fluent English	97,387	467	95	111	261	97,482	372	99.6%
Students with Disabilities	24,892	14,077	272	1,917	11,888	25,164	13,805	64.6%

[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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

Table 2.43. Estimated Number and Percentage of Students in the Class of 2013[1] Passing the CAHSEE Mathematics Test Through May 2014, Excluding Students with Disabilities

Group	By May 2013		July 2013–May 2014			Cumulative Total		
	Passed	Not Yet Passed	Passed	Not Passed	Not Tested	Passed	Not Yet Passed	Percent Pass
All Students	432,604	13,634	1,881	3,643	8,110	434,485	11,753	97.4%
Females	219,676	6,739	1,023	2,061	3,655	220,699	5,716	97.5%
Males	212,928	6,895	858	1,582	4,455	213,786	6,037	97.3%
American Indian or Alaska Native	3,122	98	7	15	76	3,129	91	97.2%
Asian	42,760	232	38	57	137	42,798	194	99.5%
Pacific Islander	2,817	99	12	19	68	2,829	87	97.0%
Filipino	13,836	112	24	29	59	13,860	88	99.4%
Hispanic or Latino	205,268	9,119	1,247	2,566	5,306	206,515	7,872	96.3%
African American or Black	26,757	1,759	205	414	1,140	26,962	1,554	94.6%
White, non-Hispanic	127,401	1,352	172	264	916	127,573	1,180	99.1%
Two or More Races[2]	10,643	863	176	279	408	10,819	687	--[2]
Economically Disadvantaged	213,711	8,485	948	1,888	5,649	214,659	7,537	96.6%
English Learner	47,506	5,198	708	1,493	2,997	48,214	4,490	91.5%
Reclassified Fluent English	96,957	897	197	279	421	97,154	700	99.3%
Students with Disabilities	25,321	13,648	242	1,813	11,593	25,563	13,406	65.6%

[1] Many students with disabilities who had not passed the CAHSEE by the end of grade twelve were allowed a 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 "Two or More Races" category was added in 2010–11. Students are shown in the "Two or More Races" category above only if they could be identified as such from current year or prior year test records. Cumulative passing rates for this category cannot be estimated since no students who passed prior to 2010-11 are included.

Fifth Year Students, Classes of 2008 Through 2013

Table 2.44 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 2013. 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 from 93.3 percent for the Class of 2007 to 95.4 percent for the Class of 2013. Roughly 40 to 45 percent of those not passing in four years 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 96.0 percent for the Class of 2013.

Table 2.44. Estimated Number and Percentage of Students in the Classes of 2007 Through 2013 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[1]		
Class	Passed	Not Yet Passed	Percent Pass	Passed[1]	Not Passed[1]	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%
2013	425,725	20,513	95.4%	2,861	6,103	11,549	428,586	17,652	96.0%

[1] Includes some students who had previously been dropped from counts because they had not tested in their junior or senior year but returned to take the CAHSEE in a fifth year of high school.

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.

Under current law, the CAHSEE requirement has been deferred for SWD until such time as alternative means to the CAHSEE can be implemented or deemed infeasible.

Table 2.45 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 clear 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 2011 through 2014. The distribution of students across primary disability categories was similar in 2011 through 2014. Over the four years, more students were classified as having autism and other health impairments and slightly fewer were classed as having emotional disturbance or 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 over half of the students with disabilities, have remained flat for ELA and have increased for mathematics. Overall SWD passing rates have been reasonably unchanged over the four years for ELA and have shown a slight increase for mathematics.

Table 2.45. 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]			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
010 = Mental Retardation	4.8%	4.8%	4.6%	4.4%	3.9%	2.6%	2.1%	3.0%	3.6%	2.8%	3.6%	3.4%
020 = Hard of Hearing	1.1%	1.1%	1.3%	1.2%	53.2%	52.8%	50.3%	50.6%	57.5%	54.4%	54.3%	59.1%
030 = Deaf	0.7%	0.6%	0.5%	0.5%	20.6%	22.3%	19.1%	21.5%	29.3%	38.0%	33.8%	34.1%
040 = Speech/Lang. Impairment	5.5%	6.2%	6.0%	5.6%	49.5%	53.5%	53.2%	53.5%	52.9%	58.6%	59.7%	59.7%
050 = Visual Impairment	0.5%	0.6%	0.5%	0.5%	65.3%	58.5%	62.3%	61.7%	59.4%	63.4%	65.5%	58.7%
060 = Emotional Disturbance	7.9%	7.1%	6.8%	6.6%	44.9%	43.5%	45.3%	44.6%	34.5%	36.9%	39.2%	36.9%
070 = Orthopedic Impairment	1.7%	1.6%	1.5%	1.4%	48.2%	49.8%	50.8%	53.7%	40.3%	45.5%	46.1%	45.3%
080 = Other Health Impairment	10.2%	10.9%	11.9%	12.6%	52.6%	51.3%	51.0%	49.4%	44.1%	44.7%	46.1%	45.2%
090 = Specific Learning Disability	61.3%	60.1%	58.9%	58.8%	32.1%	32.1%	31.9%	31.8%	32.1%	32.5%	33.4%	34.1%
100 = Deaf-Blindness	0.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
110 = Multiple Disabilities	0.5%	0.5%	0.6%	0.5%	20.8%	8.8%	13.0%	11.9%	20.0%	13.6%	18.5%	19.6%
120 = Autism	5.5%	6.1%	7.1%	7.4%	59.1%	57.1%	56.0%	54.4%	55.4%	56.8%	57.7%	55.5%
130 = Traumatic Brain Injury	0.3%	0.3%	0.3%	0.4%	24.8%	37.0%	34.4%	41.3%	33.6%	34.8%	39.8%	45.5%
Number of Students with Disabilities	49,742	49,913	49,600	49,462	37.5%	37.8%	38.1%	37.8%	36.0%	37.4%	38.8%	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[12] specified in their individualized 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 2.46 and 2.47 categorize the various accommodations and modifications recorded for the CAHSEE ELA and mathematics tests. Each table shows the percentage of grade ten and twelve SWD who received each type of accommodation or modification. Note that the counts refer to the number of administrations. Grade ten students only take the CAHSEE once, while grade twelve students can take the CAHSEE multiple times. This accounts for the larger number of administrations to grade twelve students even though fewer students are still trying to pass the CAHSEE in grade twelve than was the case for grade ten.

There is little difference in accommodations used by 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 2014, 2.0 percent of grade ten SWD received oral presentation for ELA versus 11.8 percent in grade twelve, and 6.7 percent of grade ten SWD used calculators versus 20.7 percent in grade twelve. 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.

[12] Test modifications are changes to test administration procedures that are 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 2.46. Percentage of Students with Disabilities Receiving Specific ELA Accommodations and Modifications in 2012 Through 2014 by Grade

Description of Accommodation or Modification	Grade Ten			Grade Twelve		
	2012	2013	2014	2012	2013	2014
Number of Administrations to SWD	58,000	49,600	49,434	72,844	66,300	66,174
Accommodations						
Transfer of Responses to Answer Document	0.4%	0.5%	0.5%	0.2%	0.3%	0.2%
Oral Responses Dictated to a Scribe	0.2%	0.2%	0.1%	0.2%	0.2%	0.1%
Spell Checker or Grammar Checker Off	0.5%	0.4%	0.3%	0.3%	0.2%	0.3%
Essay Responses/Dictated	0.1%	0.1%	0.2%	0.1%	0.1%	0.0%
Assistive Device/Independent	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
Braille Version	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%
Large Print Version	0.2%	0.3%	0.2%	0.1%	0.1%	0.1%
Test Over Multiple Days	2.8%	3.6%	3.3%	2.0%	2.7%	2.6%
Supervised Breaks	8.6%	10.2%	9.5%	8.5%	9.7%	9.1%
Beneficial Time	1.6%	1.3%	1.1%	1.4%	1.7%	1.5%
Tested Home or Hospital	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Modifications						
Dictionary	1.0%	1.0%	1.2%	5.0%	5.0%	4.8%
Sign Language	0.1%	0.1%	0.0%	0.3%	0.3%	0.2%
Oral Presentation	2.0%	2.0%	2.0%	12.3%	12.5%	11.8%
Spell Checker or Grammar Checker	0.1%	0.1%	0.1%	1.2%	1.0%	0.9%
Essay Responses/Dictated with Grammar and Spell Check Support	0.1%	0.1%	0.1%	0.4%	0.2%	0.3%
Assistive Device/with Support	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%
Unlisted Modification	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%

Table 2.47. Percentage of Students with Disabilities Receiving Specific Mathematics Accommodations and Modifications in 2012 Through 2014 by Grade

Description of Accommodation or Modification	Grade Ten			Grade Twelve		
	2012	2013	2014	2012	2013	2014
Number of Administrations to SWD	49,913	49,600	49,434	50,732	66,300	66,174
Accommodations						
Transfer of Responses to Answer Document	0.4%	0.4%	0.5%	0.2%	0.2%	0.5%
Oral Responses Dictated to a Scribe	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Braille Version	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%
Large Print Version	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%
Test Over More Than 1 Day	2.1%	2.6%	2.3%	1.2%	1.8%	2.3%
Supervised Breaks	7.8%	9.2%	8.5%	7.3%	8.1%	8.5%
Beneficial Time	1.5%	1.2%	1.1%	1.2%	1.5%	1.1%
Tested At Home or Hospital	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Dictionary	0.1%	0.1%	0.1%	1.0%	0.9%	0.1%
Sign Language	0.2%	0.1%	0.1%	0.3%	0.3%	0.1%
Oral Presentation	2.3%	2.3%	2.3%	6.7%	6.8%	2.3%
Modifications						
Calculator	7.0%	6.8%	6.7%	22.0%	21.5%	20.7%
Arithmetic Table	0.2%	0.2%	0.2%	2.2%	2.3%	1.9%
Math Manipulatives	0.1%	0.1%	0.1%	0.2%	0.2%	0.3%
Assistive Device	0.0%	0.0%	0.0%	6.7%	6.7%	0.0%
Unlisted Modification	0.1%	0.0%	0.1%	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 to examine trends in the number of grade ten students with different levels of language fluency. We also looked at trends in CAHSEE passing rates for students at each level.

As shown in Table 2.48 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 under 57,000 in 2014. 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 112,000 in 2014.

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 2.49 and 2.50 show ELA and mathematics passing rates respectively for each English language proficiency classification. There has been a decline in passing rates for English learners and also somewhat of a decline for RFEP students in recent years, which may be related to the

change in numbers of students in these groups. Students who now remain in the EL category may have more serious language challenges than was the case in the past.

Table 2.48. Number of Grade Ten Students Taking the CAHSEE in 2007 Through 2014 by English Language Fluency

Fluency	2007	2008	2009	2010	2011	2012	2013	2014
1. English Only	276,249	267,229	265,666	265,271	263,735	258,435	251,646	265,878
2. Initially Fluent	40,530	39,476	39,871	39,183	39,383	32,836	33,394	38,097
3. English Learner	75,988	73,765	74,186	71,029	66,460	63,373	57,360	56,717
4. Reclassified Fluent	77,333	83,857	87,869	94,782	97,139	106,449	109,244	112,240
5. Unknown	626	2,706	2,706	2,136	4,298	2,645	6,051	5,200
Total Students	470,726	467,033	470,298	472,401	471,015	463,738	457,695	478,132

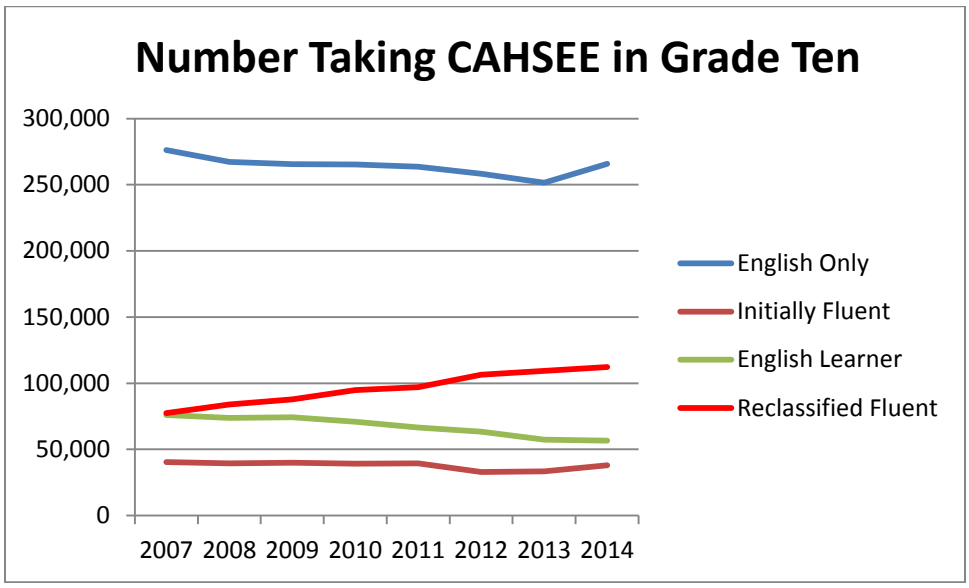


Figure 2.6 Trends in the number of students taking CAHSEE in grade ten by English language fluency.

Table 2.49. Percentage of Grade Ten Students Passing CAHSEE ELA Test in 2007 Through 2014 by English Language Fluency

Fluency	2007	2008	2009	2010	2011	2012	2013	2014
1. English Only	80.6%	82.0%	82.5%	82.9%	84.0%	84.4%	84.6%	84.4%
2. Initially Fluent	86.6%	88.7%	89.2%	90.1%	91.7%	92.3%	92.4%	92.6%
3. English Learner	34.9%	38.8%	39.3%	40.2%	42.6%	42.7%	39.8%	36.3%
4. Reclassified Fluent	88.0%	90.3%	90.4%	91.5%	92.8%	92.9%	92.6%	91.0%

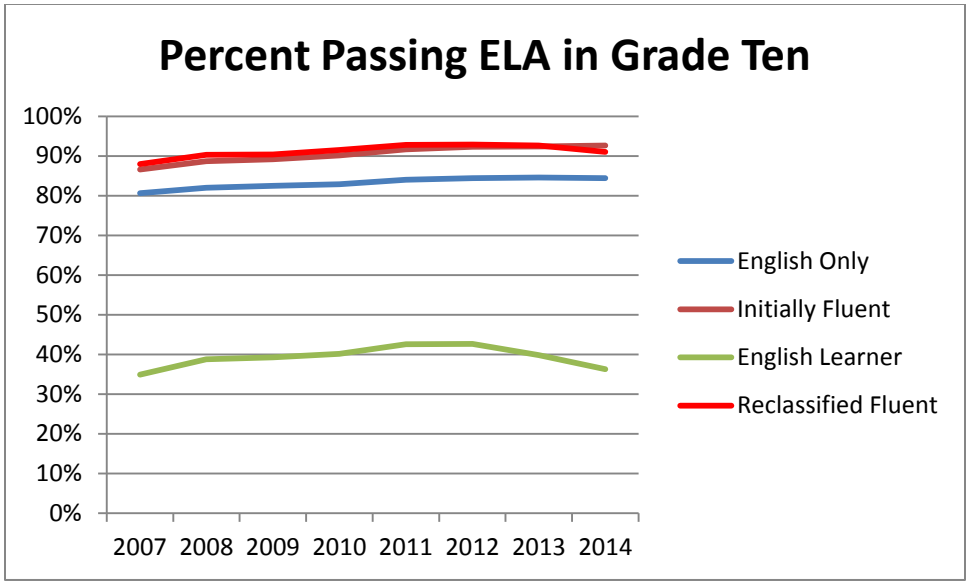


Figure 2.7. Trends in CAHSEE ELA passing rates in grade ten by English language fluency.

Table 2.50. Percentage of Grade Ten Students Passing CAHSEE Mathematics Test in 2007 Through 2014 by English Language Fluency

Fluency	2007	2008	2009	2010	2011	2012	2013	2014
1. English Only	77.2%	79.2%	80.1%	80.7%	81.9%	82.6%	83.4%	83.7%
2. Initially Fluent	84.1%	86.4%	87.6%	88.5%	90.3%	91.3%	91.7%	92.3%
3. English Learner	44.9%	48.2%	50.5%	49.9%	53.2%	53.2%	51.5%	50.9%
4. Reclassified Fluent	85.0%	87.9%	89.3%	89.9%	91.4%	91.9%	91.7%	91.3%

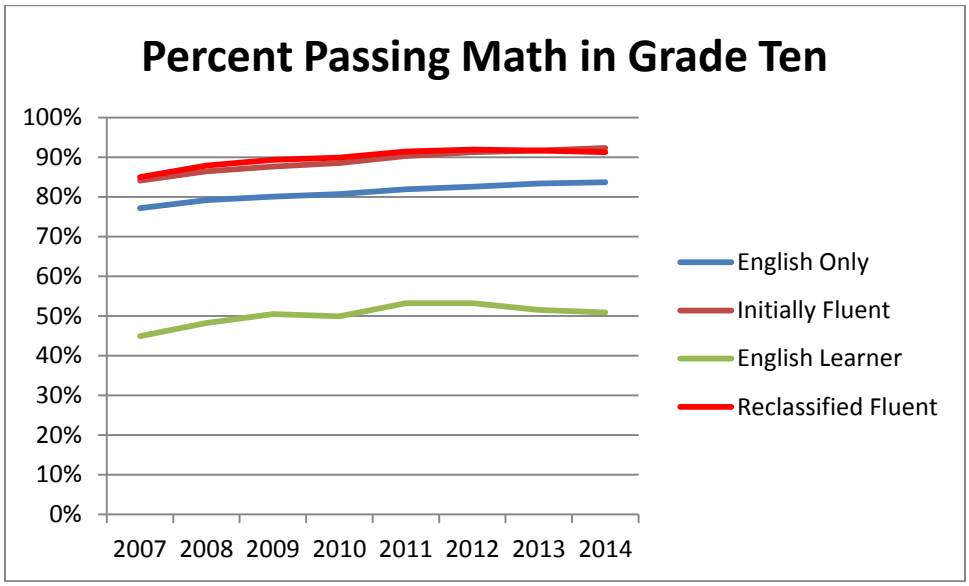


Figure 2.8. Trends in CAHSEE mathematics passing rates in grade ten by English language fluency.

Summary of Test Results

This year we examined two main aspects of CAHSEE test quality: (a) school site adherence to established standardized test administration policies and procedures, and (b) consistency in essay scoring and test form scoring decision points. We did not identify any significant concerns about the validity of the resulting scores.

With regard to test administration observations, the two sites we observed complied with most standard procedures and implemented steps to maintain test security by controlling students' use of electronic devices. We do recommend CDE provide LEAs and schools with additional guidance regarding the use of glossaries for English learners. HumRRO evaluation efforts found no significant problems with the processes used to develop and score the CAHSEE essay items. Scoring consistency did increase slightly and ETS continues to assemble test forms of comparable difficulty.

CAHSEE test results show significant increases in students' competency in targeted skills since the implementation of the CAHSEE requirement. As shown in Table 2.20, 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 2014. Similarly, as shown in Table 2.31, overall passing rates for grade ten students taking the CAHSEE have increased steadily from 65 percent for the Class of 2008 (tested in 2006) to nearly 76 percent for the Class of 2016 tested in 2014. As shown in Table 2.31 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 20,500 general education students in the Class of 2013 who did not complete the CAHSEE requirement by the end of grade twelve, nearly 9,000 took the CAHSEE one or more times in 2013−14. More than 2,800 completed the CAHSEE requirement, as shown in Table 2.41. Also nearly 3,300 general education students in the Class of 2012 who had not yet passed the CAHSEE continued to try to pass it last year and almost 1,000 did pass (Table 2.38) two years after their original graduation date. Finally, more than 1,600 general education students from the Class of 2011 took the CAHSEE last year, more than two years after their original graduation date, and more than 400 of them completed the CAHSEE requirement (Table 2.35). Perseverance and success in a fifth year of high school is summarized in Table 2.44.

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 2.33, the percentage of students taking mathematics courses beyond Algebra I by grade ten has increased from 64 percent for the Class of 2008 to

77 percent for this year's grade ten students in the Class of 2016. 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 49 percent—for students with disabilities. Here too, however, significant gaps exist. Analyses show that fewer SWD (49%), English learners (55%), economically disadvantaged students (72%), Native American (66%), African American (72%), and Hispanic (72%) students are taking advanced mathematics courses by grade ten than white (81%) and Asian (92%) 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.

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 2016 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 decreased somewhat in 2010 when the CAHSEE exemption was reinstated for these students. This year, the cumulative grade twelve passing rate for SWD is back up to 57 percent.

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Chapter 3: Student Questionnaire Responses

Rebecca L. Norman Dvorak

HumRRO designed a 14-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, including a new question added in 2014. This chapter provides results from both the mathematics and ELA questionnaires and is based on student response data from 2005 through 2014. 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 2014 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 2014. 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 26 percent. Just over 2 percent of students were identified as both English learners (EL) and students with disabilities (SWD), while more than 9 percent of students were only EL and more than 6 percent were only SWD. Slightly more than half of the grade ten students were identified as economically disadvantaged (ED) based on the criterion of inclusion in the national school lunch program (NSLP) or if their parents' educational attainment was less than a high school graduate.

Table 3.1. Demographic Characteristics by Percentage of 2014 Grade Ten Student Questionnaire Respondents

Variable		ELA (n=461,042)	Math (n=460,911)
Gender	Female	49.1	49.1
	Male	50.9	50.9
Ethnicity	American Indian or Alaskan Native	0.7	0.7
	Asian	7.9	7.9
	Pacific Islander	0.6	0.6
	Filipino	3.0	3.0
	Hispanic	51.9	51.9
	African American	6.4	6.4
	White	26.3	26.3
	Two or More Races	3.4	3.4
Disability and EL Status	Disability (SWD), not EL	6.6	6.5
	English Learner (EL), not SWD	9.4	9.3
	EL and SWD	2.3	2.3
	Neither EL or SWD	81.7	81.8
Economically Disadvantaged (ED)	No	45.9	45.9
	Yes	52.7	52.7

Table 3.2 presents the number of students who passed both the ELA and mathematics tests in 2014, only one of the two, and neither test. Approximately 76 percent of all grade ten students were successful on both tests in 2014, while almost 13 percent of tenth graders did not pass either test.

Table 3.2. 2014 Grade Ten Students by Tests Passed

Tests Passed	Frequency	Percent
Both	363,206	75.8
Only ELA	24,031	5.0
Only Math	30,497	6.4
Neither	61,234	12.8

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 2014;
- Grade ten student responses in 2014 by passing categories (whether they passed both tests, only ELA, only mathematics, or neither test);
- 2014 grade ten responses by key demographic characteristics (gender, ethnicity, disability status, English learner status, economic disadvantage status); and
- 2014 grade twelve responses in 2012 as Grade ten students and 2014 by those who passed in 2014 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 2014 grade twelve students who are still attempting to pass the CAHSEE.

Findings from 2014 Grade Ten Student Responses

Test Preparation

Question 1: How did you prepare for this test?

Table 3.3 shows that grade 10 students have responded fairly consistently in how they prepared for the CAHSEE between 2007 and 2014. There has been an increase of 14 percentage points in grade 10 students reporting they did not do anything in addition to course work to prepare for the CAHSEE ELA test between 2007 and 2014. For the mathematics test, there was a much smaller increase. Note that one option (marked A.*) was not included on the 2011–14 questionnaires and the wording for options C and D was modified to read 'an additional class' rather than 'a special class' for the 2014 questionnaire.

Table 3.3. Question 1: How Did You Prepare for This Test? (Mark All That Apply) (Grade Ten Students' Responses 2005–14)

After ELA	Percentage							
	2007	2008	2009	2010	2011	2012	2013	2014
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	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	33.6
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	43.1
C.** I took an additional 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	5.7
D.** I took an additional 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	3.3
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	34.3
After Math	**Percentage**							
	2007	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
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	n/a
A. I practiced on questions similar to those on the test.	33.25	33.2	33.2	36.2	38.4	39.2	38.7	39.4
B. A teacher spent time in class helping me to get ready to take the test.	24.27	24.6	25.3	26.2	27.0	27.6	25.7	26.2
C. ** I took an additional class during the regular school day that covered the topics on the CAHSEE.	4.48	4.9	5.7	5.7	6.8	6.8	6.3	5.2
D. ** I took an additional class after school or during the summer that covered the topics on the CAHSEE.	2.84	2.7	3.0	3.1	3.4	3.7	3.3	3.0
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	42.8

*The first response option A was not included on the 2011–2014 student questionnaires.
**The wording for response options for C and D was modified from 'a special class' to 'an additional class' for the 2014 student questionnaire.

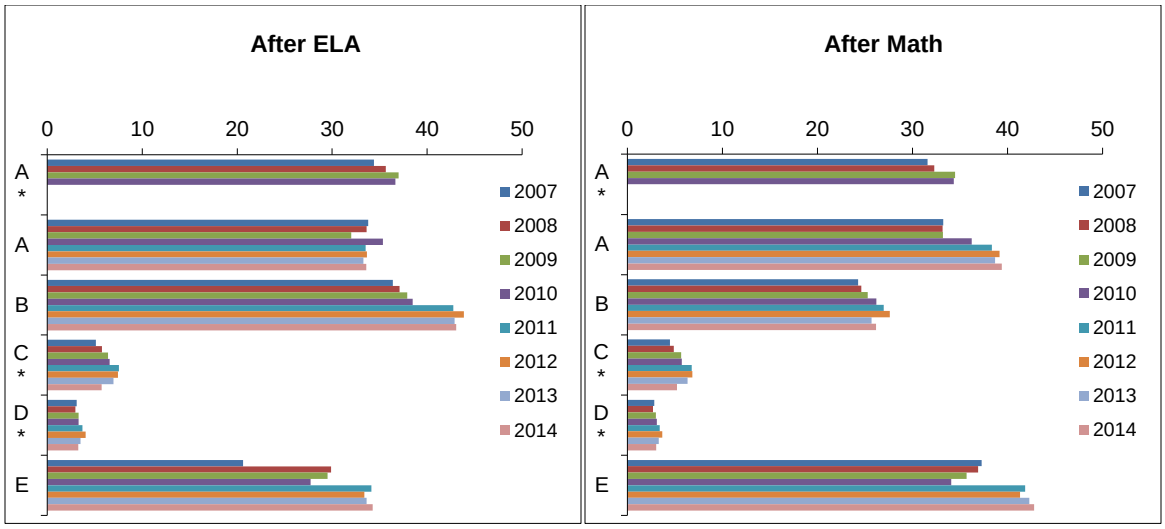

Figure 3.1. Test preparation by grade ten students over the years as reported after CAHSEE ELA and mathematics tests, in percentages.

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 measures in addition to course work to prepare for the CAHSEE. 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 2014 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.	33.5	34.2	34.8	33.8	38.6	40.7	47.7	40.8
B. A teacher spent time in class helping me to get ready to take the test.	44.6	40.4	41.6	34.3	25.5	27.2	31.9	28.3
C. I took an additional class during the regular school day that covered the topics on the CAHSEE	4.5	8.6	10.7	11.1	4.3	7.4	8.9	9.3
D. I took an additional class after school or during the summer that covered the topics on the CAHSEE	2.9	3.6	5.2	4.7	2.8	3.2	4.1	4.1
E. I did not do anything in addition to regular course work to prepare for this test.	36.5	27.7	23.4	23.9	46.7	34.3	24.2	26.0

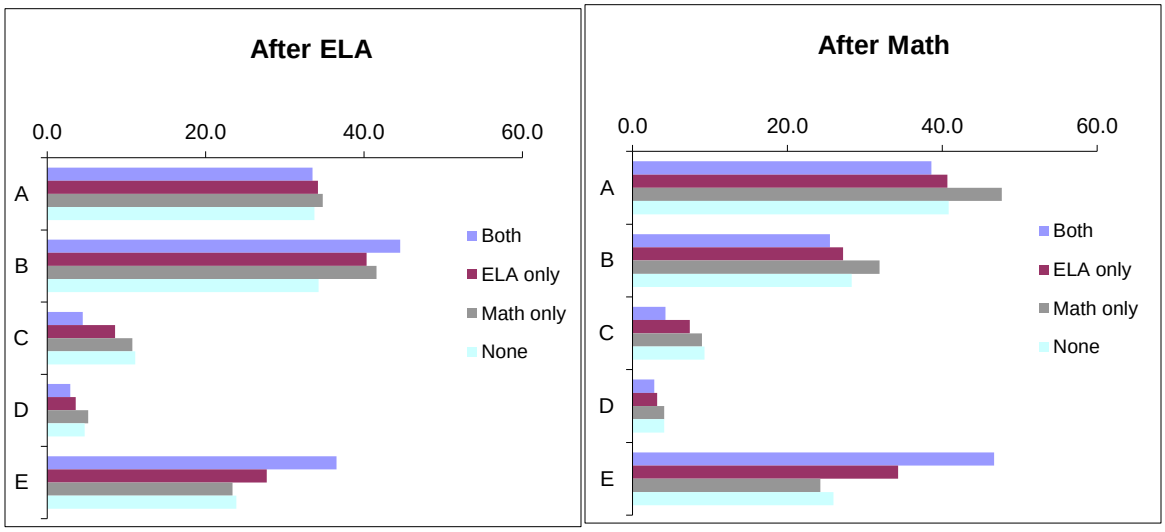

Figure 3.2. Test preparation of students as reported after taking CAHSEE ELA and mathematics tests, by tests passed in 2014, in percentages.

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 2014 reported having used the CAHSEE Online Prep than in previous years to prepare for the CAHSEE exams. The percentage of grade 10 students using textbooks to prepare has decreased over time for both tests.

Table 3.5. Question 2: What Materials Did You Use to Prepare for This Test? (Mark All That Apply) (Grade Ten Student Responses, 2009–14)

After ELA	Percentage					
	2009	2010	2011	2012	2013	2014
A. Textbooks	20.0	18.7	13.0	12.6	10.9	9.5
B. ELA Student Guide	19.2	29.4	11.2	10.7	13.6	13.6
C.* Mathematics Student Guide	8.1	13.3	n/a	n/a	n/a	n/a
C. CAHSEE Online Prep**	8.5	7.5	12.2	12.9	13.6	13.8
D. Released (sample) test questions	39.8	37.7	39.9	41.6	40.1	38.8
E. Other Resources	37.7	32.9	20.2	20.4	19.0	19.8
F. I did not use any materials to prepare.	n/a	n/a	27.9	27.3	27.4	29.0

After Math	Percentage					
	2009	2010	2011	2012	2013	2014
A. Textbooks	28.9	27.2	17.5	16.5	14.0	13.3
B.* ELA Student Guide	9.6	12.8	n/a	n/a	n/a	n/a
B. Mathematics Student Guide	12.6	21.9	14.0	13.8	19.6	19.8
C. CAHSEE Online Prep**	7.5	6.8	10.0	10.6	10.9	11.2
D. Released (sample) test questions	29.8	28.6	28.8	30.6	28.2	27.1
E. Other resources	38.7	34.0	16.3	16.5	14.2	14.9
F. I did not use any materials to prepare.	n/a	n/a	35.6	35.3	35.9	37.2

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

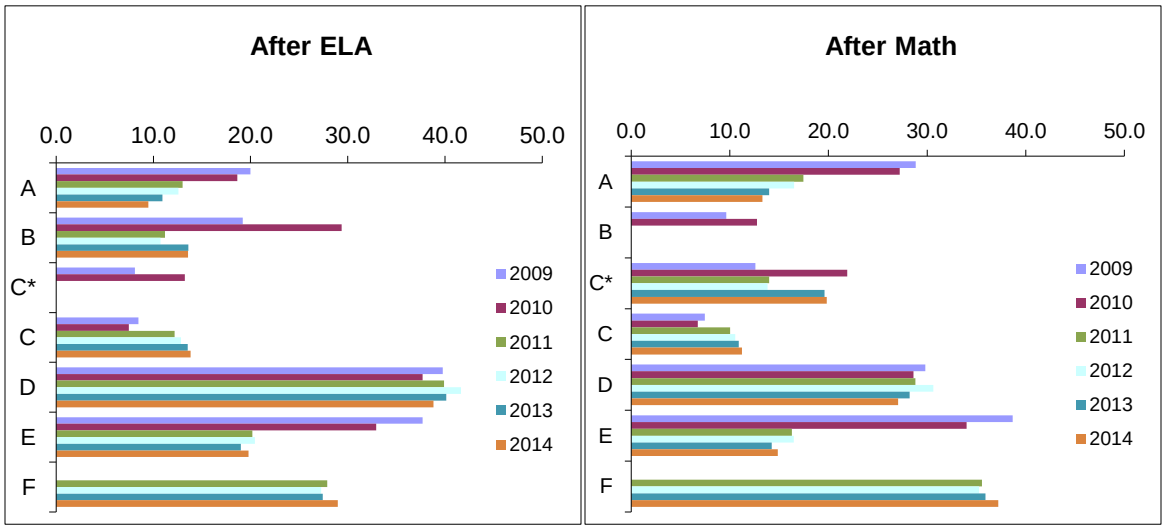

Figure 3.3. Students' report of materials used to prepare for CAHSEE ELA and mathematics tests, 2009–14, in percentages.

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 2014 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	8.2	11.7	14.6	16.0	12.0	16.4	19.4	18.6
B. ELA/Math Student Guide	12.7	15.4	18.3	17.5	18.0	24.2	29.9	26.8
C. CAHSEE On-line Prep	13.0	15.3	19.0	17.5	10.5	12.6	15.2	14.3
D. Released (sample) test questions	42.5	32.7	28.5	18.6	29.2	22.7	22.4	14.5
E. Other resources	19.1	24.1	23.8	21.3	13.9	19.2	18.9	18.1
F. I did not use any materials to prepare	31.0	20.9	18.6	21.3	41.1	25.4	20.0	21.7

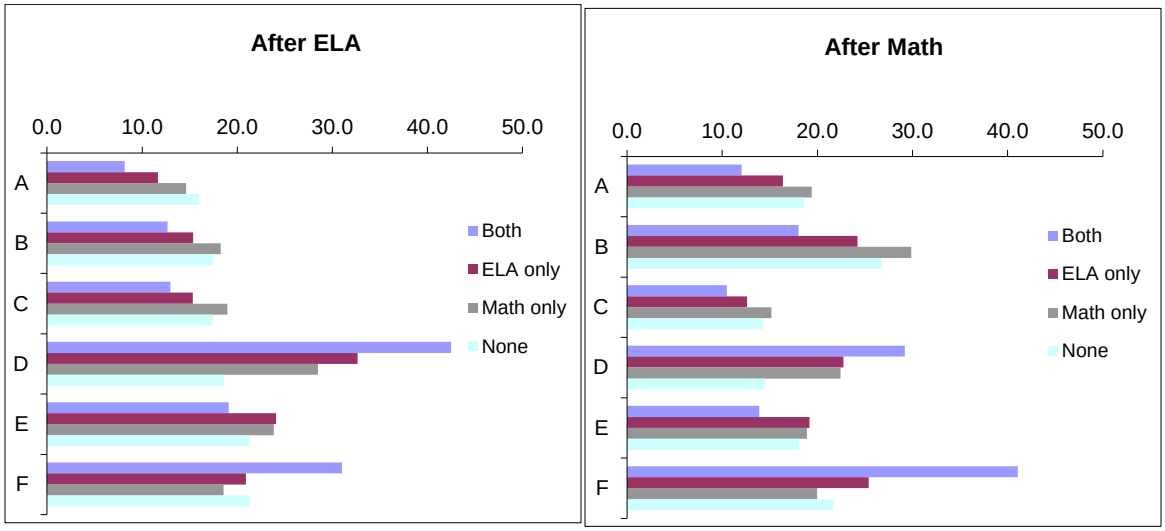

Figure 3.4. Materials used by grade ten students, by percentage, as reported after taking ELA and mathematics tests in 2014.

Question 14: Thinking back to your middle school years, what helped you do well on this test? (Mark all that apply.)

Question 14 was new for the 2014 assessment. It appears out of order in this section because it fits best with preparation questions. This seeks to examine activities in middle school that helped prepare students for the CAHSEE. More than half of the students, after both ELA and mathematics, indicated their middle school teachers helped them learn study and test taking skills, and more than one-third of those after mathematics reported that their middle

school math teachers covered CAHSEE topics. Approximately 18 percent of students were unable to recall any activity in middle school that prepared them for the assessment (see Table 3.7).

Table 3.7. Question 14: Thinking back to your middle school years, what helped you do well on this test? (Mark all that apply.) (Grade Ten Students' Responses, 2014)

After ELA	Percentage 2014
A. Teachers helped me learn study skills and test taking skills.	57.1
B. ELA teachers covered topics that were on the CAHSEE.	26.8
C. I kept up with my school assignments in ELA.	25.2
D. Teachers helped me learn the English language.	16.5
E. I was in a support program (AVID, GEAR UP, other).	6.2
F. I do not recall any activity that helped me do well on this test.	17.6
After Math	**Percentage 2014**
A. Teachers helped me learn study skills and test taking skills.	52.8
B. Math teachers covered topics that were on the CAHSEE.	36.9
C. I kept up with my school assignments in Math.	31.1
D. Teachers helped me learn the English language.	6.7
E. I was in a support program (AVID, GEAR UP, other).	5.6
F. I do not recall any activity that helped me do well on this test.	18.2

Compared to other groups, those who passed both tests were most likely to recall a middle school teacher helping them learn study and test taking skills, and more likely to report having learned topics that were on the CAHSEE in middle school. Those who passed only the ELA exam were most likely to report they did not recall any middle school activity that helped them prepare (see Table 3.8)

Table 3.8. Question 14: Thinking back to your middle school years, what helped you do well on this test? (Mark all that apply.) (Percentages of Grade Ten Students' Responses in 2014 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. Teachers helped me learn study skills and test taking skills.	59.2	51.8	51.7	46.5	54.4	46.6	50.9	44.2
B. ELA/Math teachers covered topics that were on the CAHSEE.	29.9	20.0	20.2	16.6	40.2	23.8	27.8	21.5
C. I kept up with my school assignments in ELA/Math.	28.2	13.5	14.5	12.3	34.9	15.2	20.6	15.3
D. Teachers helped me learn the English language.	16.5	13.5	19.5	16.2	6.3	4.9	9.1	9.1
E. I was in a support program (AVID, GEAR UP, other).	6.4	5.0	5.8	5.3	5.8	4.8	5.0	4.8
F. I do not recall any activity that helped me do well on this test.	17.3	21.2	17.0	17.5	17.6	27.0	17.0	19.6

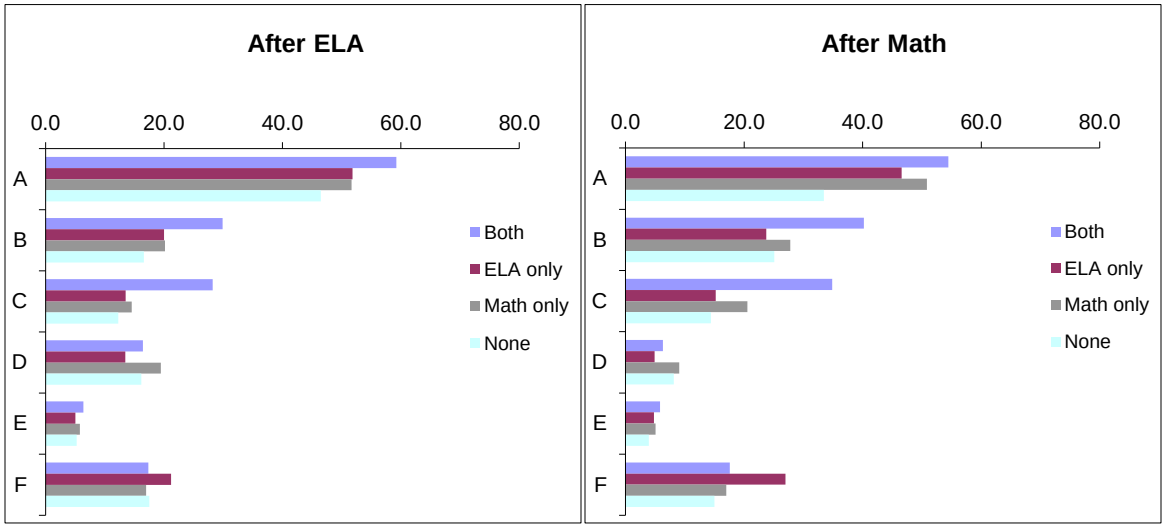

Figure 3.5. Recollections of middle school activities that helped students prepare for the CAHSEE, by tests passed in 2014, in percentages.

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 six 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 2014 than in the

previous years, and there has been a slight decrease in the percentage of students who do not expect to receive a diploma since 2009 (see Table 3.9).

Table 3.9. Question 3: Do You Think You Will Receive a High School Diploma? (Grade Ten Student Responses, 2009–14)

After ELA	Percentage					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
A. Yes, with the rest of my class (or earlier).	84.4	84.3	83.8	85.0	85.7	85.8
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	9.2
C. Yes, but I will pursue a diploma in Adult Education.	2.5	2.4	2.5	2.3	2.2	2.2
D. No, I probably will not receive a high school diploma.	2.1	2.0	2.0	1.7	1.7	1.7
E. No, I plan to take the GED.	0.7	0.7	0.7	0.6	0.5	0.5
F. No, but I plan to go to community college.	n/a	n/a	0.7	0.7	0.6	0.6
F.* No, I plan to take the CHSPE.	0.4	0.4	n/a	n/a	n/a	n/a
After Math	**Percentage**					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
A. Yes, with the rest of my class (or earlier).	84.0	83.9	82.9	84.3	84.7	84.9
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	9.4
C. Yes, but I will pursue a diploma in Adult Education.	2.3	2.3	2.4	2.2	2.3	2.2
D. No, I probably will not receive a high school diploma.	2.4	2.4	2.4	2.1	2.1	2.1
E. No, I plan to take the GED.	0.8	0.8	0.8	0.7	0.7	0.6
F. No, but I plan to go to community college.	n/a	n/a	0.9	0.8	0.8	0.8
F.* No, I plan to take the CHSPE.	0.5	0.5	n/a	n/a	n/a	n/a

*Option F was revised in 2011.

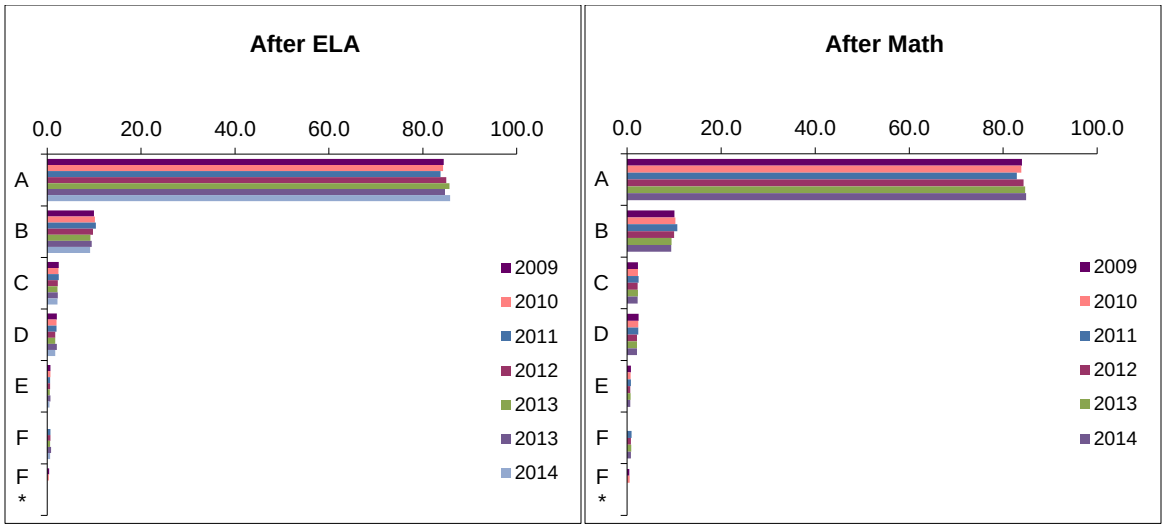

Figure 3.6. Comparison of grade ten students' expectations of receiving a high school diploma, by percentage, after taking ELA and mathematics tests, 2009–14.

As shown in Table 3.10, 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 8.1 percent (after ELA) and 9.2 percent (after math) do not expect to receive a high school diploma.

Table 3.10. Question 3: Do You Think You Will Receive a High School Diploma? (Percentages of Grade Ten Students' Responses in 2014 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	71.6	68.0	53.0	91.1	68.0	69.2	52.4
B. Yes, but I will likely have to take classes after my original graduation date.	5.6	20.0	20.5	25.9	5.9	21.6	19.8	25.2
C. Yes, but I will pursue a diploma in Adult Education.	1.2	3.4	4.7	8.0	1.3	3.3	4.3	7.7
D. No, I probably will not receive a high school diploma.	0.7	3.2	4.3	8.1	0.9	4.5	4.3	9.2
E. No, I plan to take the GED.	0.2	0.9	0.9	2.2	0.3	1.2	0.9	2.4
F. No, but I plan to go to community college.	0.3	0.9	1.7	2.8	0.4	1.5	1.6	3.1

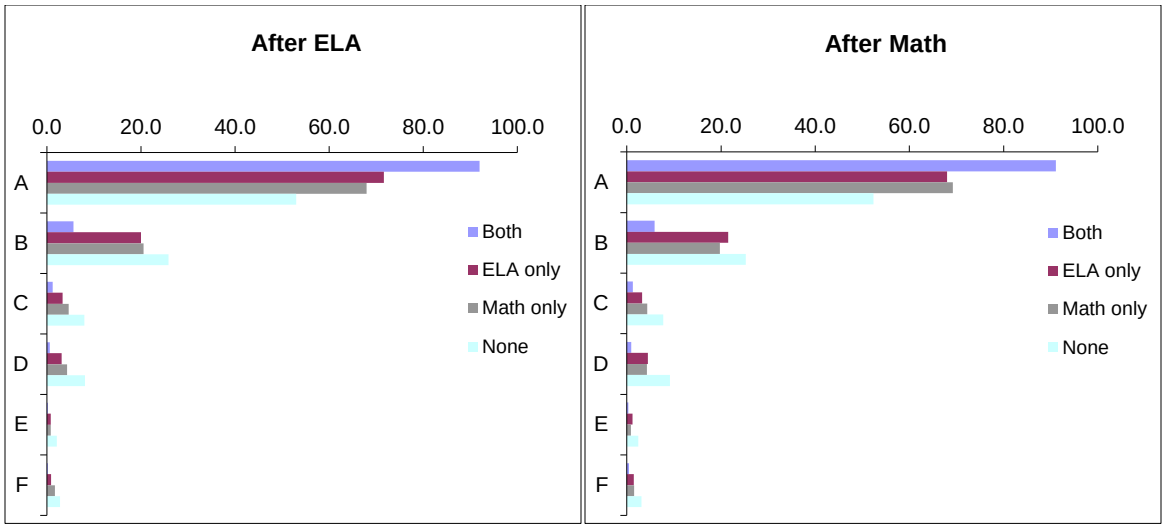

Figure 3.7. Comparison of grade ten students' expectations of receiving a diploma, by tests passed in 2014, in percentages.

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

Table 3.11 reveals that between 2007 and 2014 grade 10 students have been fairly consistent in their concerns about what might prevent them from receiving a high school diploma. Each year, the majority of students have expressed confidence they would receive a high school diploma. The percentage of students concerned about not passing the CAHSEE is lower in 2014 than it was in 2007.

*Table 3.11. Question 4: What Might Prevent You From Receiving a High School Diploma? (Mark All That Apply) (Grade Ten Responses, 2007–14)**

After ELA	Percentage							
	2007	2008	2009	2010	2011	2012	2013	2014
A. I may not pass all the required courses.	19.7	18.8	21.8	21.7	19.6	19.4	18.9	19.4
B. I may not pass the CAHSEE exam.	20.6	18.9	20.6	18.7	15.9	16.0	16.4	16.2
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	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	12.0
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	66.4
After Math	**Percentage**							
	2007	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
A. I may not pass all the required courses.	21.4	20.3	23.8	23.6	21.0	20.9	20.1	20.7
B. I may not pass the CAHSEE exam.	23.3	21.4	22.8	21.1	19.0	18.8	19.3	19.1
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	2.2
D. I may not meet some other graduation requirement.	12.6	11.8	10.3	10.2	9.8	9.7	9.3	9.8
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	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.'

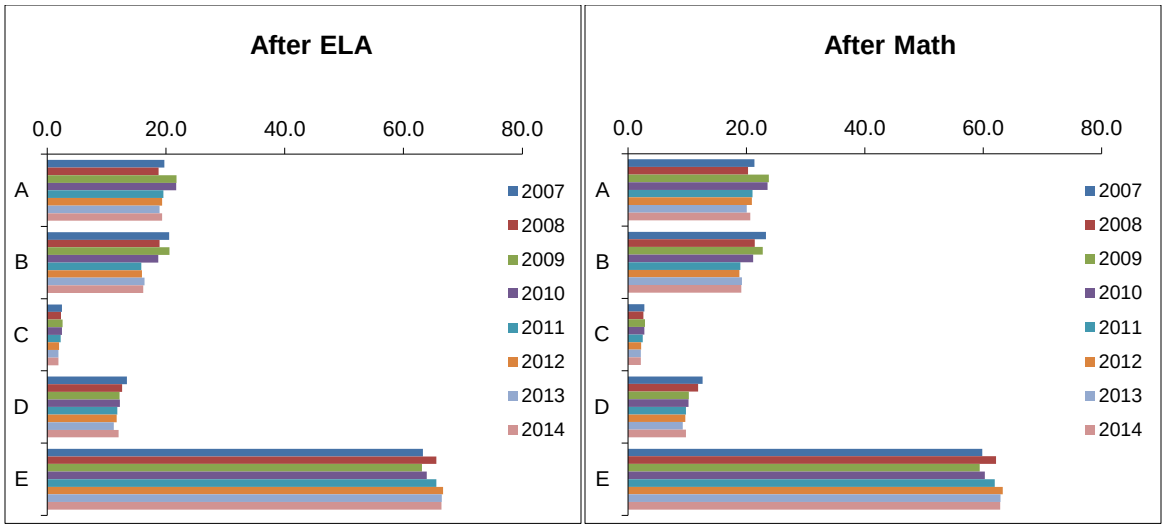

Figure 3.8. Grade ten respondents' reasons why they might not graduate with their class, as reported from 2007 through 2014, in percentages.

Table 3.12 shows that for those not confident they would receive a high school diploma, those who passed both tests were most likely to believe an inability to pass all the required courses would prevent them from doing so. For those who did not pass either test, passing the CAHSEE was their biggest concern.

Table 3.12. 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.	17.1	32.4	27.8	26.2	18.4	33.8	30.0	27.3
B. I may not pass the CAHSEE exam.	11.4	30.4	34.4	38.3	14.0	40.0	34.9	41.5
C. I may drop out before the end of 12th grade	1.2	2.3	3.8	5.8	1.5	2.9	4.2	5.8
D. I may not meet some other graduation requirement.	11.0	20.1	15.6	14.1	9.0	14.6	12.6	11.9
E. I am confident I will receive a high school diploma.	74.1	40.9	40.1	31.3	70.8	33.4	37.7	28.4

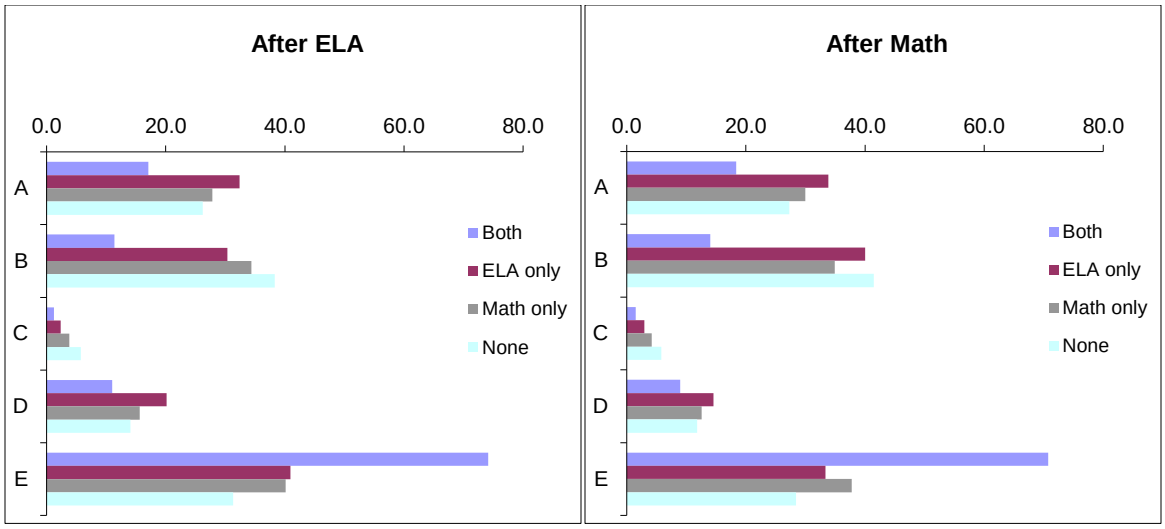

Figure 3.9. Reasons reported by grade ten students for possibly not receiving a diploma on time, by tests passed in 2014, in percentages.

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 not passing the CAHSEE might prevent them from receiving a high school diploma with those who did not feel this way. Table 3.13 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 compared to approximately 17 percent after ELA, and 19 percent after math, of those who did not endorse option 'B'. 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 3.13. Question 4: What Might Prevent You From Receiving a High School Diploma? (Mark All That Apply) (Percentages of Grade Ten Students' Responses in 2014 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.	29.8	17.4	28.5	18.8
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.	3.0	1.7	2.6	2.1
D. I may not meet some other graduation requirement.	20.2	10.5	14.7	8.6
E. I am confident I will receive a high school diploma.	13.3	76.6	10.1	75.4

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 3.14. 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 2014 expect to attend a community college than in previous years.

Table 3.14. Question 5: What Do You Think You Will Do After High School? (Responses from Grade Ten Students, 2009–14)

After ELA	Percentage					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
A. I will join the military.	5.0	5.8	6.1	6.1	6.6	6.4
B. I will go to a community college.	22.8	22.1	19.8	18.7	17.0	16.9
C. I will go to a 4-year college or university.	60.0	60.1	62.0	63.5	64.7	64.7
D. I will go to a vocational, technical, or trade school.	4.0	3.9	4.0	3.9	3.9	3.7
E. I will work full-time.	4.3	4.1	4.1	3.9	3.9	4.0
F. Do something else (besides school, work, or the military)	3.9	4.0	3.9	3.8	4.0	4.3
After Math	**Percentage**					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
A. I will join the military.	5.6	6.3	6.5	6.5	7.0	6.8
B. I will go to a community college.	22.5	21.9	19.5	18.4	16.9	16.7
C. I will go to a 4-year college or university.	59.6	59.7	61.8	63.3	64.2	64.4
D. I will go to a vocational, technical, or trade school.	3.8	3.7	3.8	3.7	3.6	3.5
E. I will work full-time.	4.4	4.2	4.4	4.2	4.1	4.3
F. Do something else (besides school, work, or the military)	4.1	4.2	4.2	4.0	4.2	4.4

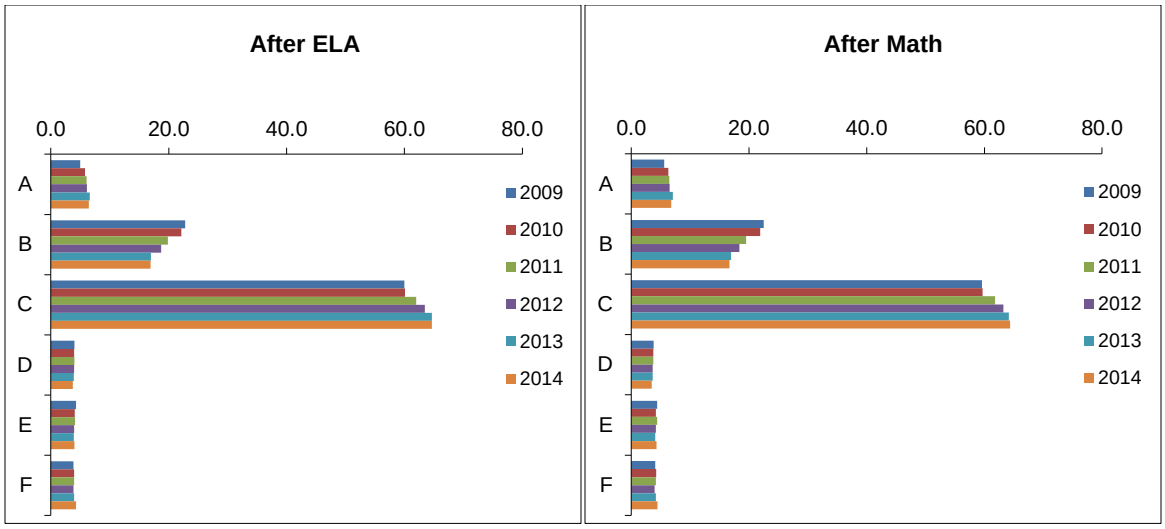

Figure 3.10. Grade ten students' estimate of what they will do after high school, by percentage, 2009–14, after taking ELA and mathematics tests.

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 ELA only were most likely to report plans to attend a community college. The most popular response for all groups, regardless of tests passed, was to attend a four-year college or university; however, approximately twice the percentage of those passing both tests endorsed this option compared to those who did not pass either test (see Table 3.15).

Table 3.15. Question 5: What Do You Think You Will Do After High School? (Percentages of Grade Ten Students' Responses in 2014 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. Join the military	5.1	10.3	10.3	13.1	5.5	11.0	10.5	13.2
B. Go to a community college	14.9	27.4	23.3	24.1	14.6	27.3	23.3	23.9
C. Go to a 4-year college or university	71.2	41.8	47.1	34.2	70.9	41.3	46.9	34.0
D. Go to a vocational, technical, or trade school	3.3	5.4	4.7	5.7	3.0	5.2	4.5	5.6
E. Work full time	2.4	7.6	8.0	12.8	2.6	7.7	8.3	13.3
F. Do something else (besides school, work, or the military)	3.1	7.6	6.6	10.1	3.4	7.7	6.5	10.0

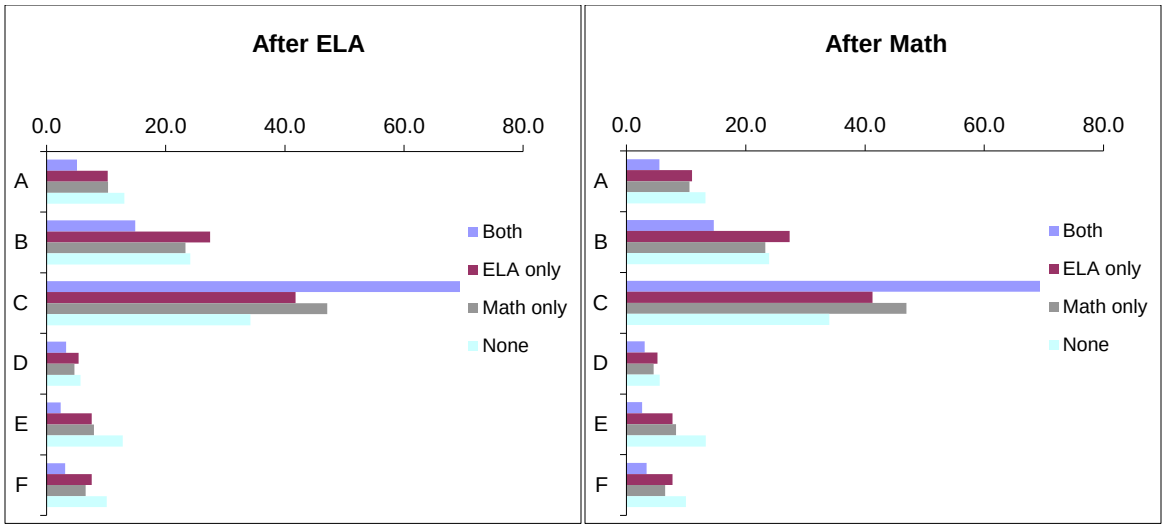

Figure 3.11. Grade ten students' estimate of what they will do after high school by tests passed in 2014, in percentages.

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 – just under 90 percent in 2014. Students reported nervousness as the most common factor affecting their performance (see Table 3.16).

Table 3.16. Question 6: How Well Did You Do on This Test? (Mark All That Apply) (Grade Ten Students' Responses, 2009–14)

After ELA	Percentage					
	2009	2010	2011	2012	2013	2014
A. I did as well as I could.	86.7	87.3	79.8	79.6	79.0	88.0
B. I was too nervous to do as well as I could.	9.0	8.6	6.8	7.4	7.8	8.5
C. I was not motivated to do well.	4.2	4.1	3.5	3.4	3.4	3.8
D. I did not have time to do as well as I could.	1.5	1.3	1.2	1.2	1.3	1.2
E. Conditions in the testing room made it difficult to concentrate.	4.7	4.3	3.7	3.7	3.5	3.7
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	3.6
After Math	**Percentage**					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
A. I did as well as I could.	86.4	86.3	84.8	85.9	85.7	86.2
B. I was too nervous to do as well as I could.	9.3	9.3	9.0	9.2	9.3	9.5
C. I was not motivated to do well.	3.9	3.9	4.3	4.0	3.9	4.0
D. I did not have time to do as well as I could.	1.3	1.2	1.2	1.1	1.2	1.1
E. Conditions in the testing room made it difficult to concentrate.	3.6	3.4	3.4	3.2	2.9	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	4.9

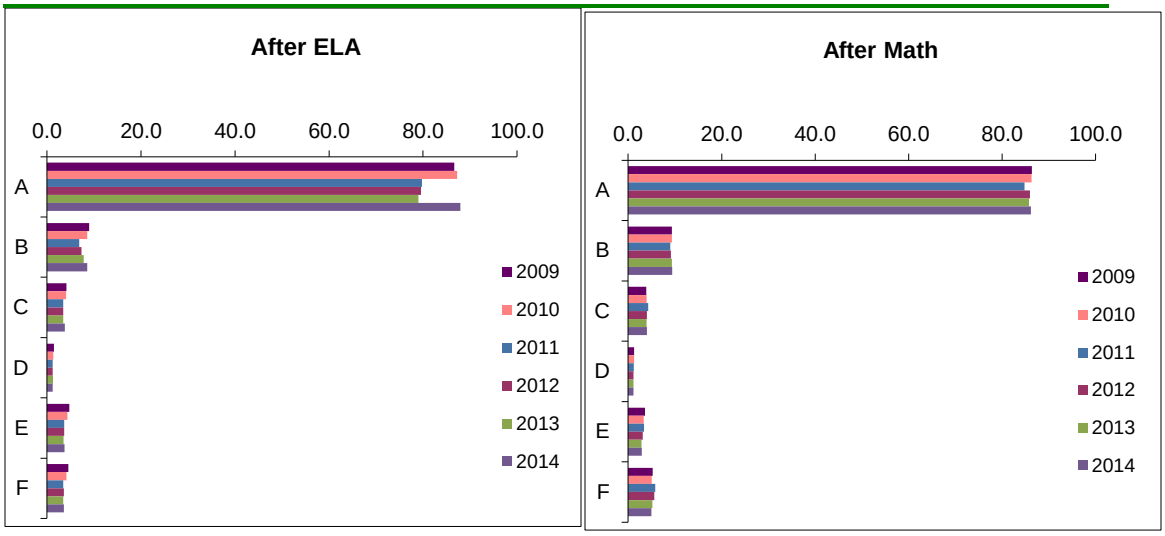

Figure 3.12. Reasons given by grade ten students for why they did or did not do as well as they could on ELA and mathematics tests in 2009–14, in percentages.

Table 3.17 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 19 percent of students after ELA and 20 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 3.17. Question 6: How Well Did You Do on This Test? (Mark All That Apply) (Percentages of Grade Ten Students' Responses in 2014 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.	91.4	88.8	74.2	67.6	90.0	72.4	79.8	65.4
B. I was too nervous to do as well as I could.	6.4	9.0	19.6	19.3	7.2	17.5	16.1	20.0
C. I was not motivated to do well.	3.1	3.5	6.5	7.5	3.1	7.5	5.5	8.4
D. I did not have time to do as well as I could.	0.9	1.1	2.2	3.5	0.7	1.7	1.9	3.4
E. Conditions in the testing room made it difficult to concentrate.	3.7	3.1	3.9	4.4	2.8	3.3	2.8	4.2
F. There were other reasons why I did not do as well as I could.	3.2	3.0	5.5	6.0	4.3	10.9	4.3	7.7

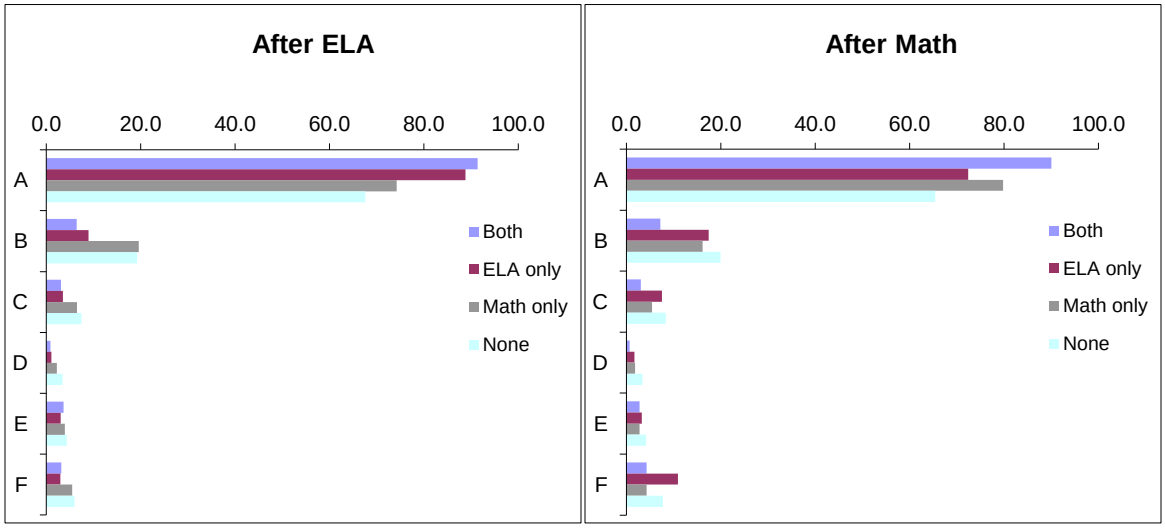

Figure 3.13. Reasons given by grade ten students for not doing as well as they could on the CAHSEE, by tests passed in 2014, in percentages.

Content and Instruction Coverage

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

Table 3.18 shows there has been very little change in responses between 2009 and 2014; however, the familiarity with topics on the test has increased slightly since 2005. As in previous years, options A and B were combined.

Table 3.18. Question 7: Were the Topics on the Test Covered in Courses You Have Taken? (Grade Ten Students' Responses, 2005–14)

After ELA	Percentage									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
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	95.1
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	7.7	6.7	6.25	6.1	5.8	4.9	5.4	4.8	4.8	4.9

After Math	Percentage									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
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	92.5
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	7.5

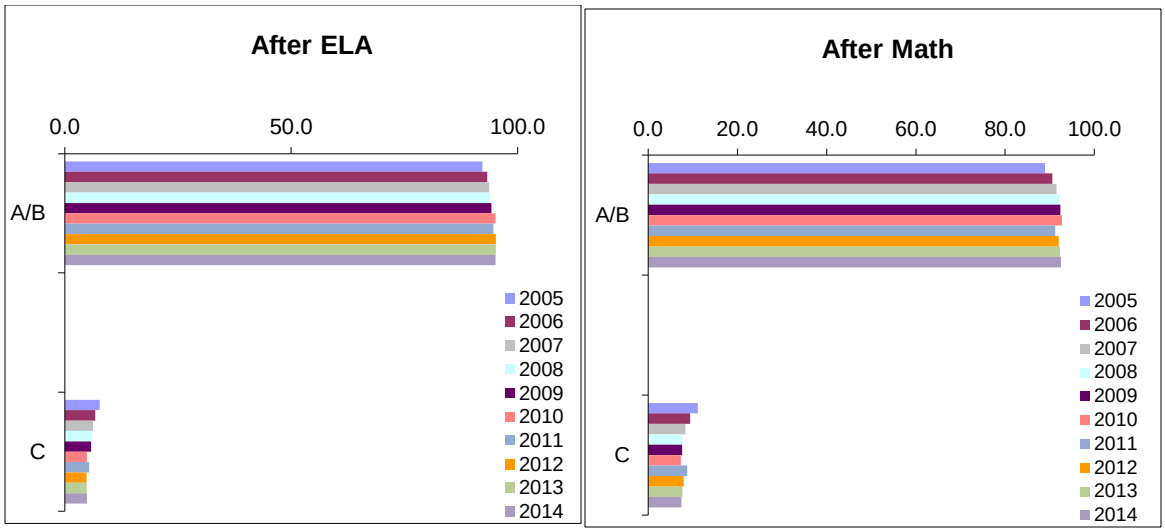

Figure 3.14. Opinions reported by grade ten students, 2005–14, of whether all materials tested were covered in the courses they took, in percentages.

Table 3.19 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 3.19. Question 7: Were the Topics on the Test Covered in Courses You Have Taken? (Percentages of Grade Ten Students' Responses in 2014 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	88.6	84.5	94.7	82.0	89.5	81.2
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	3.0	6.2	11.4	15.5	5.3	18.0	10.5	18.8

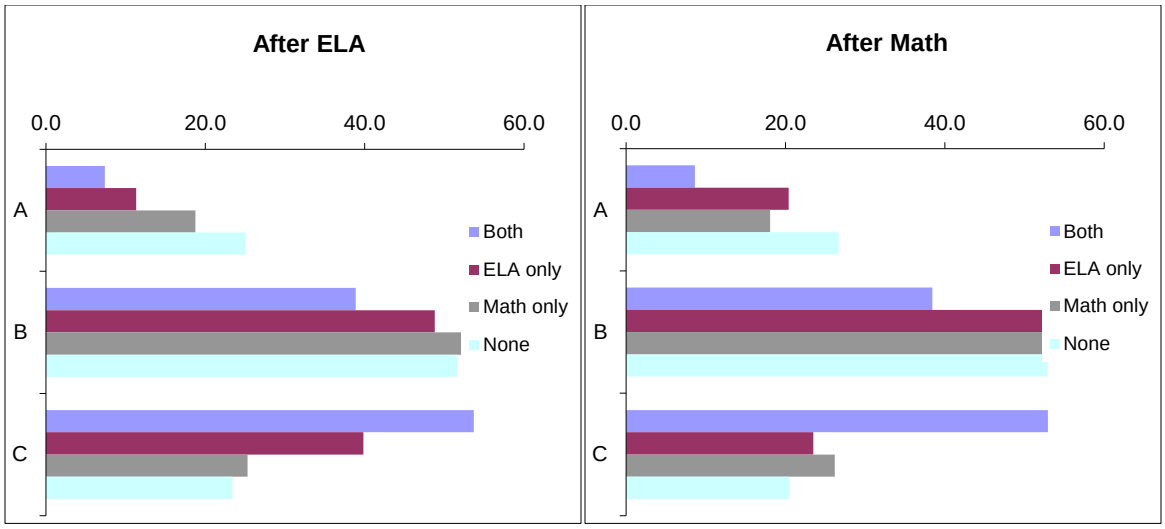

Figure 3.15. Responses of grade ten students as to whether topics tested on CAHSEE ELA and mathematics tests were covered in the courses they took, by tests

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. The percentage of students reporting that many items were different is lower in 2014 for mathematics than in all previous years. More students reported that items differed from those they had encountered after mathematics than after ELA (see Table 3.20).

Table 3.20. 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, 2005–14)

After ELA	Percentage									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A. Yes, many were different from anything I had seen before.	9.3	11.9	11.37	11.3	11.1	10.1	9.7	9.5	9.8	9.9
B. Yes, a few were different from anything I had seen before.	49.5	48.9	47.84	49.0	45.1	43.5	41.3	40.6	41.5	41.6
C. No, all were similar to ones used in my classes	41.2	39.1	40.73	39.7	43.8	46.4	48.9	49.9	48.8	48.5
After Math	**Percentage**									
	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
A. Yes, many were different from anything I had seen before.	14.4	13.5	12.62	11.7	12.4	11.9	12.3	11.7	11.6	11.5
B. Yes, a few were different from anything I had seen before.	51.0	49.2	47.22	45.7	44.9	44.4	43.8	43.1	41.9	41.7
C. No, all were similar to ones used in my classes	34.7	37.3	40.07	42.7	42.7	43.6	43.9	45.3	46.5	46.8

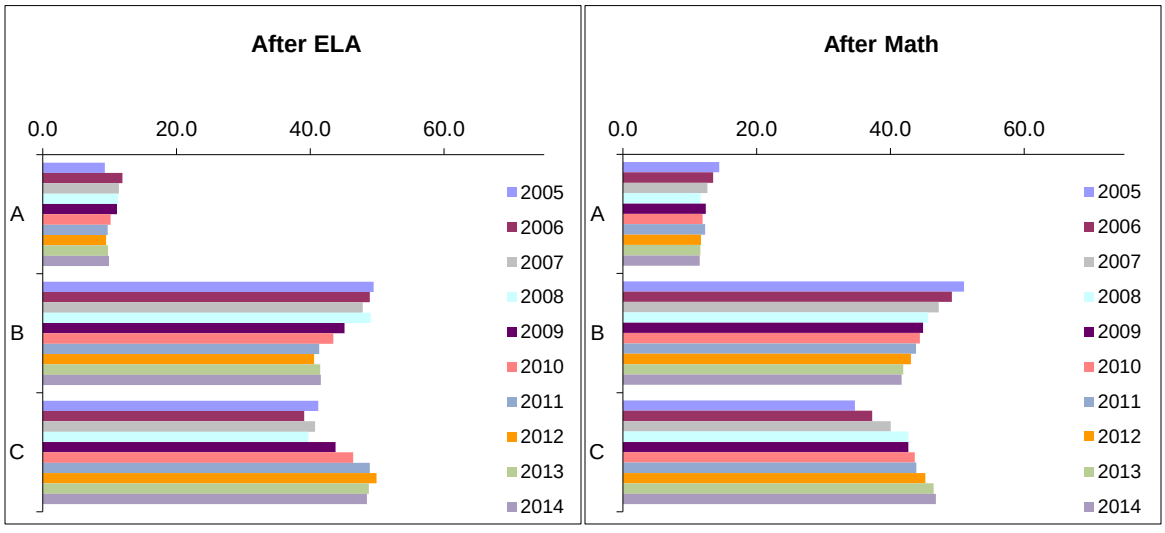

Figure 3.16. Percentage of grade ten students, 2005–14, who said questions were the same or different from those encountered in class tests, in percentages.

When broken down by test passing category, the data reveal that the majority of those who passed both tests reported that all questions were similar to those they had seen before. For those who did not pass both tests, the most common response was that a few questions were different from anything they had seen before (see Table 3.21).

Table 3.21. 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 2014 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.	7.4	11.3	18.8	25.0	8.6	20.4	18.1	26.7
B. Yes, a few were different from anything I had seen before.	38.9	48.8	55.9	51.6	38.4	56.1	55.8	52.9
C. No, all were similar to ones used in my classes	53.7	39.8	25.3	23.4	52.9	23.5	26.2	20.5

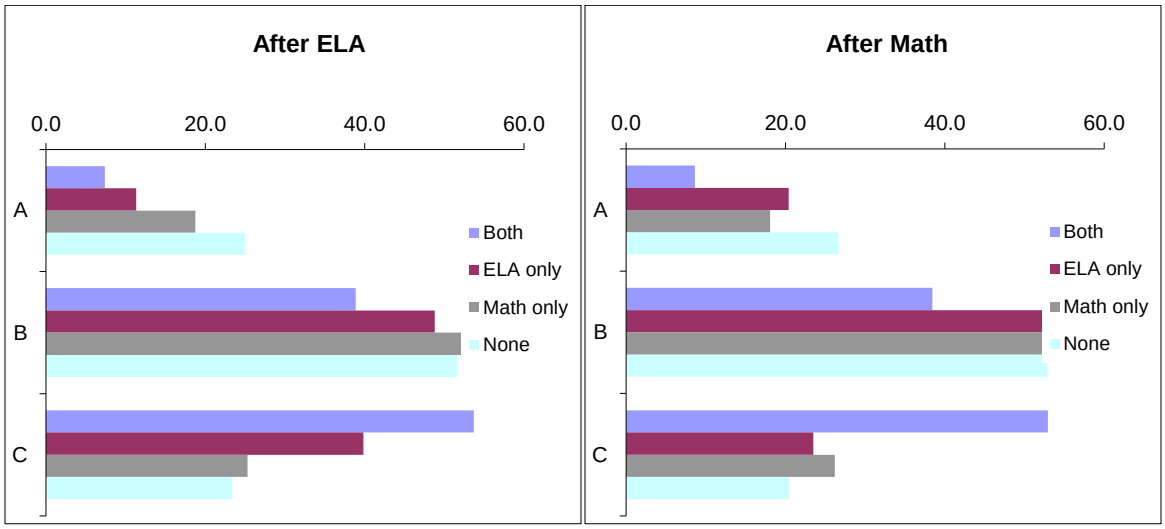

Figure 3.17. Grade ten students' responses regarding difference or similarity of CAHSEE tests to classroom tests, by CAHSEE tests passed in 2014, in percentages.

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

Table 3.22 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. There has been a general downward trend in the percentage of students who found the test questions more difficult than those encountered in their coursework, with percentages for 2014 the lowest of all the years after both mathematics and ELA.

Table 3.22. 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, 2005–14)

After ELA	Percentage									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
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	11.5
B. The test questions were generally about as difficult as 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	88.5
C. The test questions were generally easier than the questions I encountered in my course work.										

After Math	Percentage									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
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	16.2
B. The test questions were generally about as difficult as 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	83.9
C. The test questions were generally easier than the questions I encountered in my course work.										

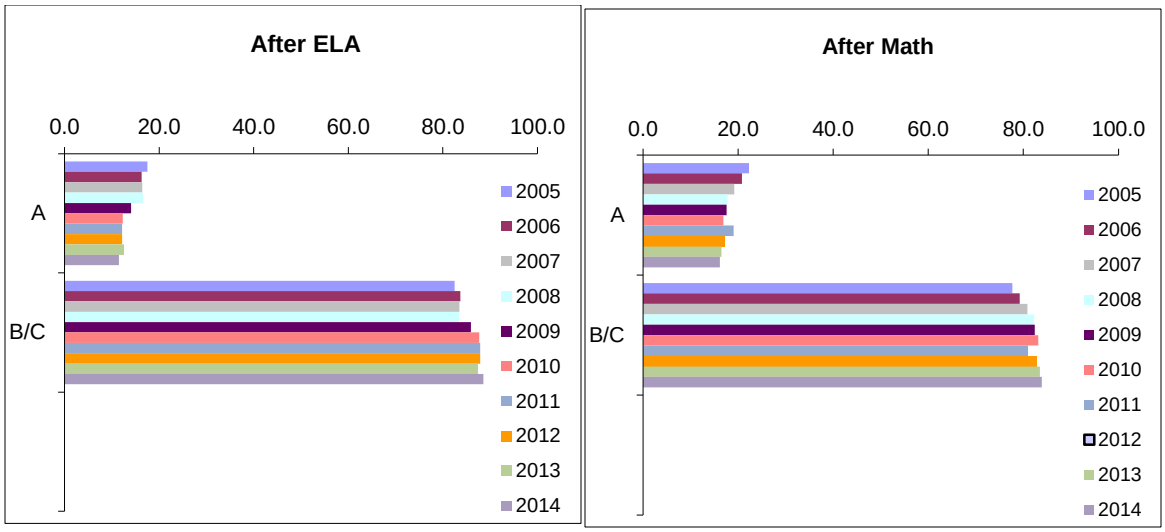

Figure 3.18. Percentage of grade ten students taking the CAHSEE, 2005–14, who found the CAHSEE test questions more difficult, the same as, or less difficult than those encountered in course work (B and C combined in chart).

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 3.23).

Table 3.23. 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 2014 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.	7.6	14.7	27.7	31.9	11.7	34.7	25.6	38.5
B. The test questions were generally about as difficult as the questions I encountered in my course work.	92.4	85.4	72.4	68.1	88.3	65.3	74.4	61.5
C. The test questions were generally easier than the questions I encountered in my course work.								

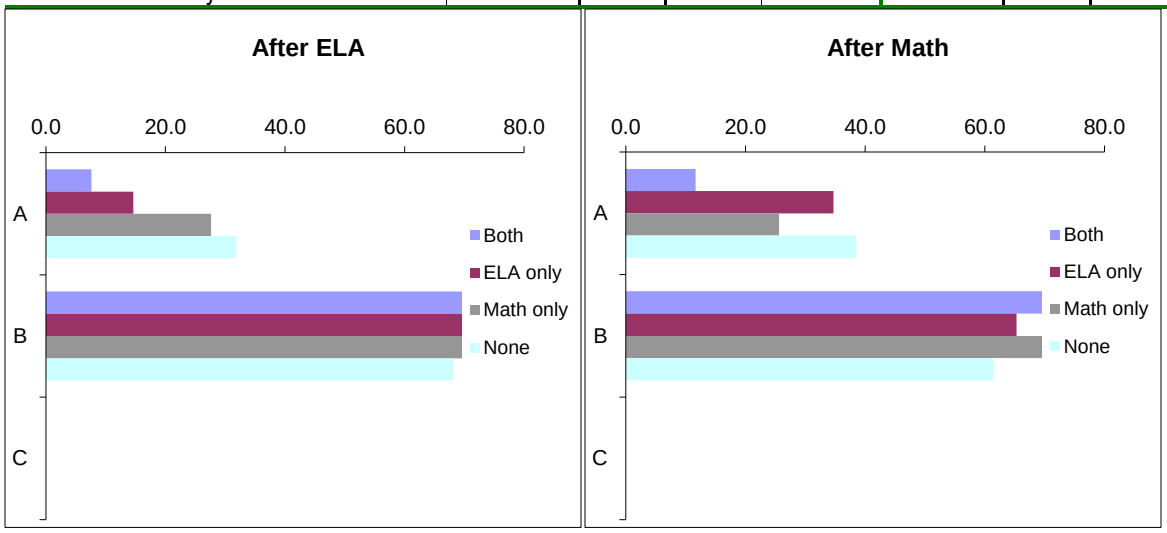

Figure 3.19. Percentages of grade ten students who thought the CAHSEE test questions were more difficult, the same, or less difficult than those encountered in the classroom or homework assignments, by tests passed in 2014.

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

There has been a slight increase in the percentage of students reporting that none of the CAHSEE topics were difficult for them between 2005 and 2014. A much larger percentage of students endorsed this option after taking the ELA than when responding after the mathematics test. The most common reason for finding the test topics difficult was forgetting things they had been taught (see Table 3.24).

Table 3.24. Question 10: If Some Topics on the Test Were Difficult for You, Was It Because: (Grade Ten Students' Responses, 2005–14)

After ELA	Percentage									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
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	5.7
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	16.2
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	38.6
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	39.5
After Math	**Percentage**									
	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
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	8.5
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	22.7
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	45.1
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	23.8

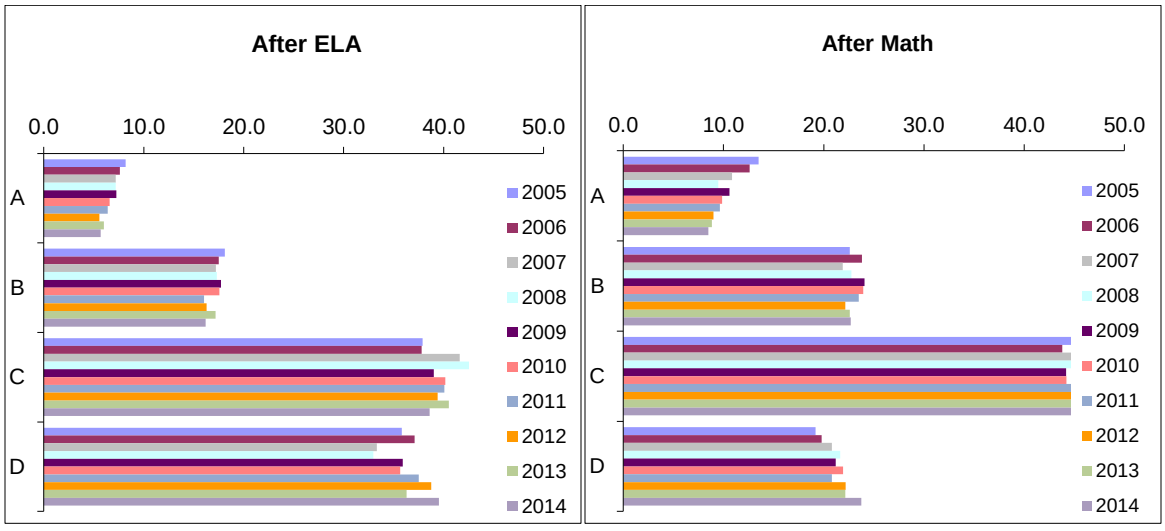

Figure 3.20. Reasons given by grade ten students, 2005–14, as to whether and why they found the CAHSEE test questions difficult, in percentages.

Students who did not pass either test were the most likely of all groups 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 3.25).

Table 3.25. Question 10: If Some Topics on the Test Were Difficult for You, Was It Because: (Percentages of Grade Ten Students' Responses in 2014 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.	3.8	7.2	12.9	15.8	6.3	15.5	14.4	19.6
B. I had trouble with these topics when they were covered in courses I took.	13.4	21.5	29.1	28.8	19.4	41.1	32.1	35.5
C. I have forgotten things I was taught about these topics.	38.3	42.6	41.7	37.5	47.0	37.9	41.5	34.4
D. None of the topics was difficult for me.	44.5	28.7	16.4	17.9	27.3	5.5	12.0	10.6

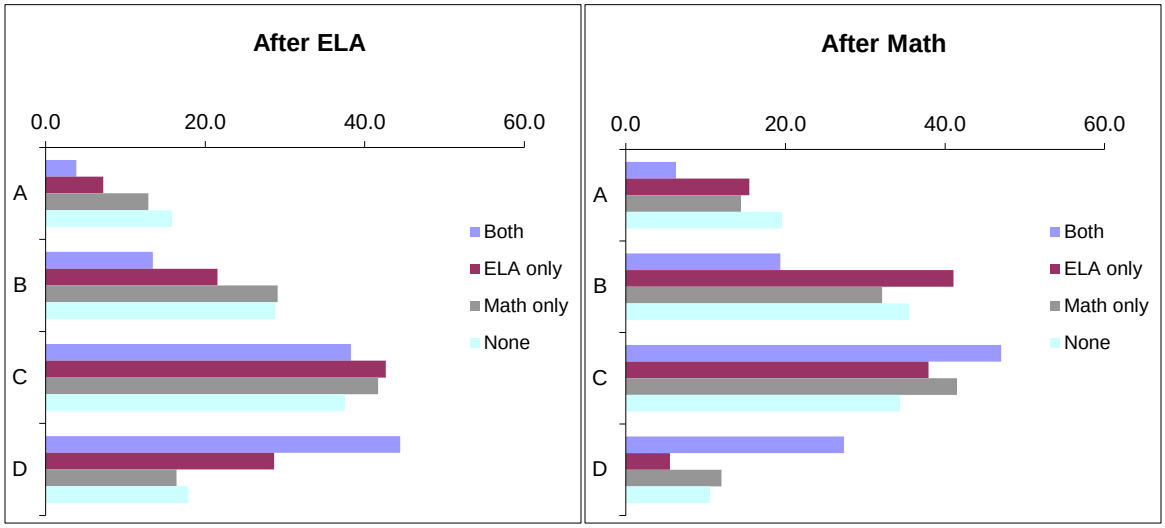

Figure 3.21. Reasons given by grade ten students for whether and why they found test questions difficult, in percentages, by tests passed in 2014.

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, there has been a slight increase in the percentage of students reporting they did not have to work any harder to pass the CAHSEE. There has been a decrease in those reporting they would stay in school an extra year to learn the CAHSEE material. Table 3.26 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 3.26. 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, 2009–14)

After ELA	Percentage					
	2009	2010	2011	2012	2013	2014
A. I do not have to work any harder to meet the CAHSEE requirement.	46.6	48.1	50.1	50.3	49.7	50.7
B. I am taking additional courses.	5.9	5.5	5.2	4.9	5.0	4.5
C. I am working harder in the courses I am taking.	41.4	40.7	38.8	40.1	40.2	40.5
D. I am getting help outside of the classroom.	7.3	6.8	6.8	6.8	6.8	6.6
E. I am repeating a course to learn the material better.	3.6	3.4	3.4	3.3	3.1	3.0
F. I will stay in school an additional year to learn the required material.	3.9	3.5	3.4	3.1	2.8	2.4
After Math	**Percentage**					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
A. I do not have to work any harder to meet the CAHSEE requirement.	44.5	45.5	47.8	47.8	48.3	48.5
B. I am taking additional courses.	6.2	5.9	5.8	5.3	5.6	5.3
C. I am working harder in the courses I am taking.	41.0	40.5	40.6	39.7	38.1	38.8
D. I am getting help outside of the classroom.	8.1	7.9	8.2	7.8	8.0	7.9
E. I am repeating a course to learn the material better.	5.0	4.8	5.3	5.0	4.6	4.5
F. I will stay in school an additional year to learn the required material.	4.2	3.9	3.9	3.6	3.1	2.8

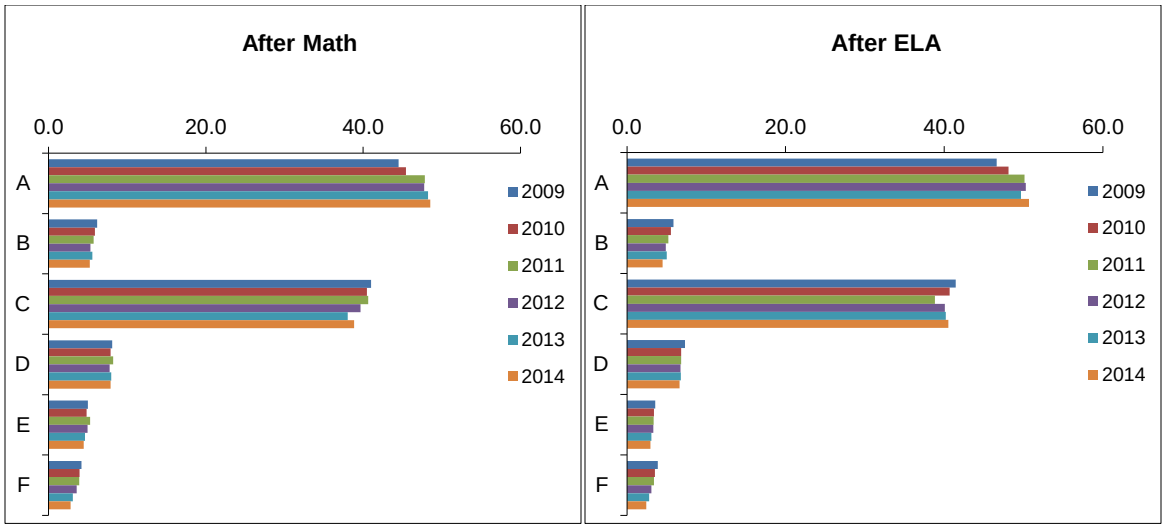

Figure 3.22. Percentage of grade ten students, 2009–14, who said they have worked or will work harder, and in what ways, to meet the CAHSEE requirement.

As shown in Table 3.27, 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. Those who did not pass either test were the most likely to report they would stay in school an extra year to learn CAHSEE material, with approximately 10 percent of these students selecting this option. The majority of students who passed both tests reported not having to work any harder to meet the CAHSEE requirement.

Table 3.27. 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 2014 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.	58.3	26.7	20.7	17.5	56.4	15.9	23.2	15.8
B. I am taking additional courses.	3.0	7.2	10.7	11.7	3.7	9.4	11.0	12.8
C. I am working harder in the courses I am taking.	38.1	55.2	52.7	46.3	36.1	56.9	50.2	45.5
D. I am getting help outside of the classroom.	5.1	10.9	12.9	13.3	6.4	14.2	12.6	13.5
E. I am repeating a course to learn the material better.	1.8	5.1	7.4	8.9	3.1	10.8	7.6	10.8
F. I will stay in school an additional year to learn the required material.	1.1	3.7	6.5	9.9	1.6	4.7	5.9	9.8

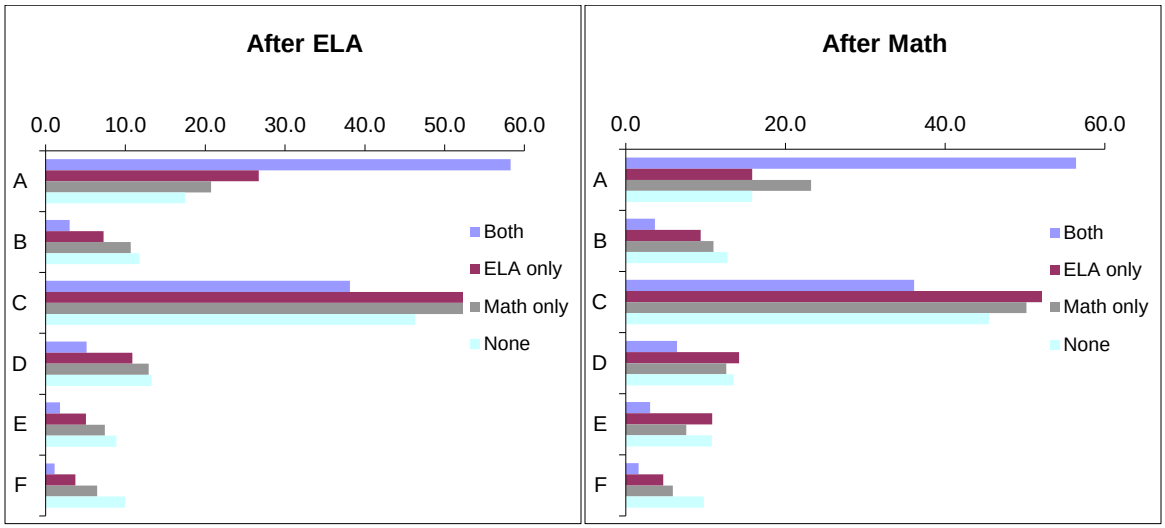

Figure 3.23. Percentage of grade ten students, by tests passed in 2014, who said they had or had not worked harder or will work harder in the future to pass the CAHSEE skills test(s).

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 have only two years of trend data for this question. There was a slight wording change in options A, B, and C for 2014. Table 3.28 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, and this number decreased slightly between 2013 and 2014. The majority of students plan to take the test again – with or without special courses.

Table 3.28. 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, 2014)

After ELA	Percentage	
	2013	2014
A.* I will take an additional class during the regular school day that covers the topics on the CAHSEE.	23.5	24.0
B.* I will take an additional class after school or during the summer that covers the topics on the CAHSEE.	23.6	23.2
C.* I will try again to pass the CAHSEE without taking an additional class.	43.0	43.9
D. I will give up trying to pass the CAHSEE.	2.0	1.7
E. I do not know what I will do.	7.9	7.2
After Math	**Percentage**	
	2013	**2014**
A.* I will take an additional class during the regular school day that covers the topics on the CAHSEE.	24.0	25.2
B.* I will take an additional class after school or during the summer that covers the topics on the CAHSEE.	22.4	21.5
C.* I will try again to pass the CAHSEE without taking an additional class.	38.1	38.2
D. I will give up trying to pass the CAHSEE.	2.5	2.3
E. I do not know what I will do.	13.0	12.9

*In 2014 the questionnaire was modified to read "an additional class" from "a special class" for Options A, B, and C.

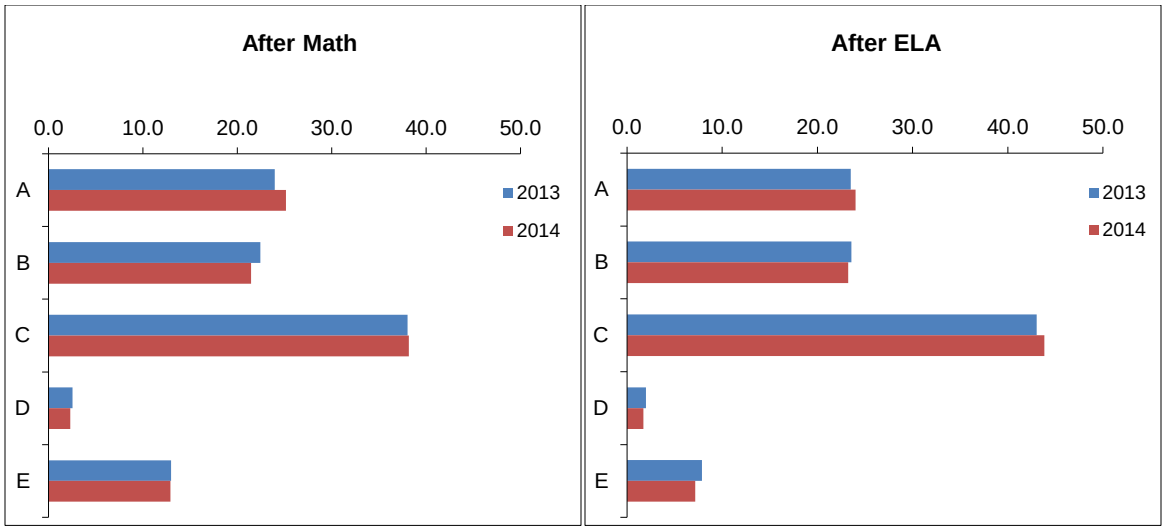

Figure 3.24. Plans of grade ten students, 2013–14, for what they will do if they fail to pass the CAHSEE this administration.

Table 3.29 shows that students who failed both tests were more likely than others 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. Those who passed one test but not both were more likely than those who passed both to consider taking an additional class to help them learn the CAHSEE topics.

Table 3.29. 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 2014 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 an additional class during the regular school day that covers the topics on the CAHSEE.	21.8	33.5	33.9	32.1	23.1	34.1	34.1	32.6
B. I will take an additional class after school or during the summer that covers the topics on the CAHSEE.	23.1	25.0	23.8	22.9	21.1	24.8	22.4	22.4
C. I will try again to pass the CAHSE without taking an additional class.	47.4	31.6	30.6	27.7	40.9	27.7	29.5	26.0
D. I will give up trying to pass the CAHSEE.	1.1	2.1	3.4	5.6	1.7	2.6	3.6	6.0
E. I do not know what I will do.	6.5	7.8	8.2	11.7	13.2	10.8	10.5	13.0

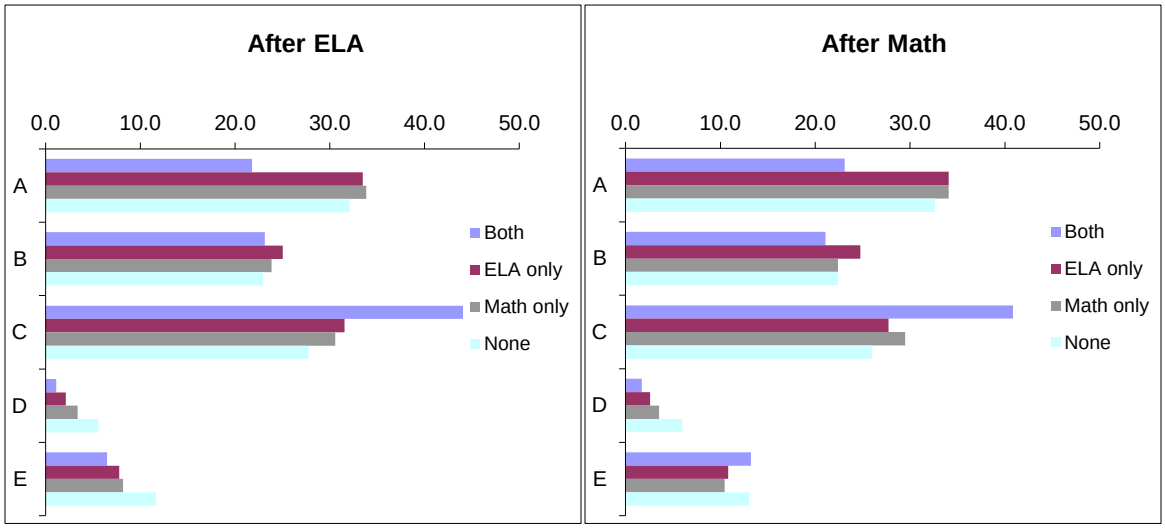

Figure 3.25. Most likely planned courses of action for grade ten students if they do not pass the CAHSEE by the time they complete high school, by tests passed in 2014, in percentages.

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; therefore there are only two years of comparable data. Table 3.30 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 3.30. 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, 2014)

After ELA	Percentage	
	2013	2014
A. I will stay in school and try again to pass the CAHSEE.	31.0	30.6
B. I will take courses at a community college and try again to pass the CAHSEE.	29.1	29.4
C. I will participate in some other type of program that will help me to pass the CAHSEE.	14.7	15.3
D. I will try to get a GED certificate.	4.6	4.5
E. I will give up trying to get a diploma altogether.	1.8	1.7
F. I do not know what I will do.	18.9	18.5
After Math	**Percentage**	
	2013	**2014**
A. I will stay in school and try again to pass the CAHSEE.	31.8	31.7
B. I will take courses at a community college and try again to pass the CAHSEE.	28.0	28.9
C. I will participate in some other type of program that will help me to pass the CAHSEE.	12.1	12.1
D. I will try to get a GED certificate.	4.5	4.4
E. I will give up trying to get a diploma altogether.	2.5	2.4
F. I do not know what I will do.	21.1	20.6

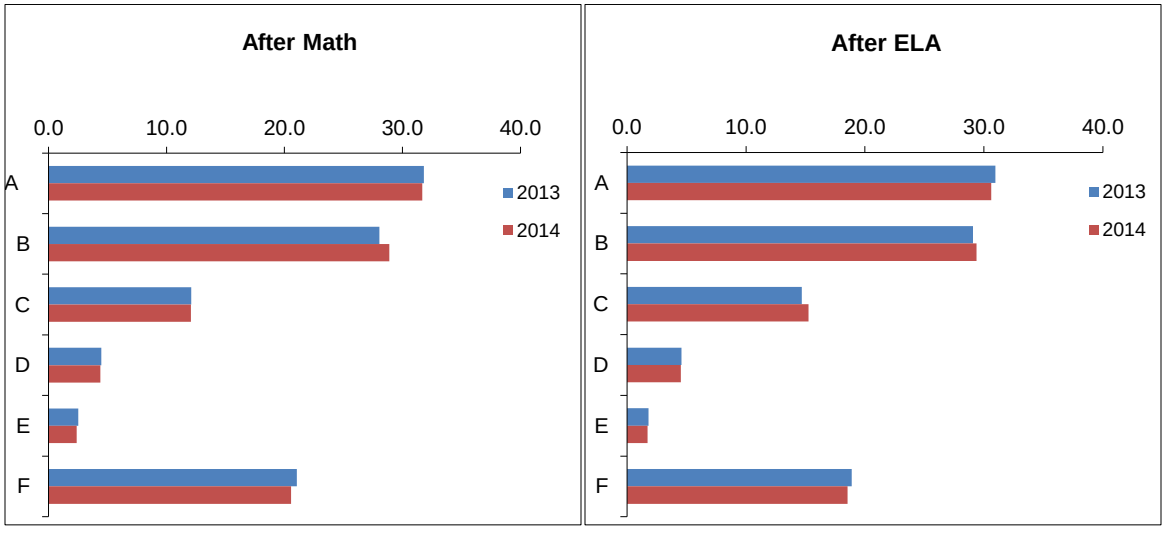

Figure 3.26. Percentage of grade ten students, 2013–14, for what their plans are if they do not pass the CAHSEE by the end of grade twelve.

Table 3.31 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; however, the majority of all respondents selected options A, B, or C, indicating they would continue to attempt to pass the CAHSEE.

Table 3.31. 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 2014 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.	30.0	30.9	35.0	33.1	31.1	31.1	37.0	33.5
B. I will take courses at a community college and try again to pass the CAHSEE.	30.2	29.8	27.1	24.3	29.4	30.7	27.1	25.1
C. I will participate in some other type of program that will help me to pass the CAHSEE.	15.0	16.7	15.8	16.7	11.6	14.3	12.8	14.4
D. I will try to get a GED certificate.	3.9	6.1	5.7	8.2	3.7	6.1	5.5	8.1
E. I will give up trying to get a diploma altogether.	1.4	1.7	2.2	3.9	2.2	2.5	2.5	4.0
F. I do not know what I will do.	19.6	14.8	14.3	13.9	22.0	15.3	15.2	15.0

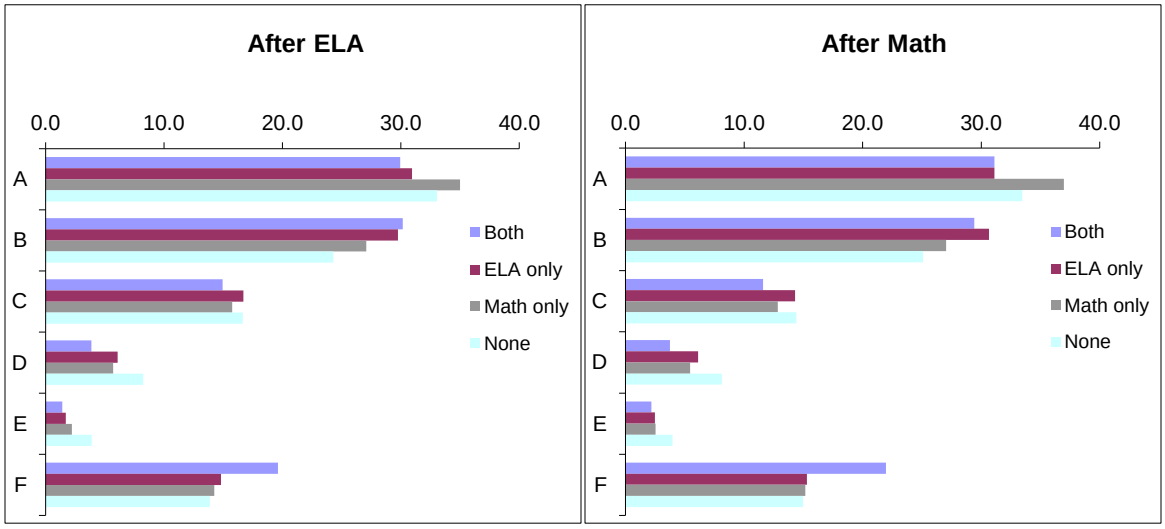

Figure 3.27. Most likely planned courses of action for grade ten students if they do not pass the CAHSEE by the time they complete high school, by tests passed in 2014, in percentages.

Comparisons of Grade Ten Student Responses in 2014 by Demographic Characteristics

We next 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 as both EL and SWD and those who were classified as only EL or SWD. Although the perspectives after ELA generally provide more positive perspectives than after mathematics, the response differences for the demographic groups were very similar for both questionnaires; therefore they will be discussed together. The questionnaire results from students who took the ELA test are presented in Table 3.32 and the questionnaire results from those who took the mathematics test are presented in Table 3.33.

Test Preparation (Tables 3.32 and 3.33, Questions 1–2, 14)

- Those who were ED were more likely than those who were not to report that they practiced on similar test items to prepare, or that a teacher helped them prepare in class; those who were not labeled ED were most likely to report that they did nothing additional to prepare.

- A higher percentage of Hispanic and African American students reported practicing on questions similar to those on the test, or that they had taken an additional 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 an additional class during the school day to help pass the CAHSEE compared to any other group.

- Females were more likely than males to report middle school activities helped them prepare for the CAHSEE – including learning study skills and CAHSEE topics from their teachers.

Graduation from High School and Post-High School Plans (Tables 3.32 and 3.33, 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).

- Over 40 percent of those who are both SWD and EL believe the CAHSEE may prevent them from receiving a high school 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.

Test Performance and Influencing Factors (Tables 3.32 and 3.33, Question 6)

- Students identified as SWD and EL or EL only were more likely than those who were identified as SWD only to report nervousness as a reason for not doing as well as they could.

- The majority of students from all race/ethnicities reported they did as well as they could on the CAHSEE.

Content and Instruction Coverage (Tables 3.32 and 3.33, 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.

- White and Filipino students were more likely than other racial/ethnic groups to report familiarity with CAHSEE content and question types than other racial groups; 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.

- EL and SWD students more frequently responded that test items were more difficult and content differed from 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 and content was different.

Effort Put into the CAHSEE (Tables 3.32 and 3.33, Questions 10–13)

- Hispanic students were more likely than other racial/ethnic groups to report the CAHSEE was difficult because they had trouble with the topics when they were covered in their coursework or that they had forgotten the topics covered.

- 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 3.32. Distribution of Grade Ten Students' Responses to Questionnaire After Taking CAHSEE ELA Examination in 2014, 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	Two or More Races	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.	36.6	30.6	30.1	24.9	34.8	34.9	38.3	36.1	27.2	26.7	33.6	32.0	37.1	38.3	28.4
B. A teacher spent time in class helping me to get ready to take the test.	46.0	40.2	42.4	32.1	45.3	46.6	47.0	44.2	38.7	37.8	39.0	38.1	42.4	46.6	39.3
C I took an additional class during the regular school day that covered the topics on the CAHSEE.	5.5	6.0	6.0	2.1	5.0	2.9	7.6	7.6	3.2	4.4	11.9	8.6	11.0	7.9	3.3
D. I took an additional class after school or during the summer that covered the topics on the CAHSEE.	3.3	3.3	2.7	1.9	2.9	2.4	4.5	4.1	1.4	1.8	5.7	3.7	5.8	4.6	1.8
E. I did not do anything in addition to regular course work to prepare for this test.	31.4	37.1	36.9	52.4	32.8	34.7	25.4	27.0	46.1	44.5	19.6	31.4	19.7	25.5	44.0
2. What materials did you use to prepare for this test: (Mark all that apply.)															
A. Textbooks	8.8	10.1	11.9	5.5	9.4	7.7	11.1	11.2	7.8	7.3	15.2	11.9	15.4	11.3	7.4
B. Math Student Guide	13.8	13.4	13.4	7.7	14.3	12.4	16.2	17.5	10.0	9.8	19.2	14.7	18.8	16.4	10.4
C. CAHSEE Online Prep	15.1	12.7	11.7	10.0	15.6	14.8	16.0	17.5	10.2	11.5	17.9	15.5	20.1	16.6	10.8
D. Released (sample) test questions	43.6	34.2	36.7	30.2	36.8	42.6	42.9	36.1	34.7	32.9	20.1	25.9	29.2	42.0	35.5
E. Other resources	19.6	20.3	21.7	13.5	23.1	20.0	22.4	20.5	16.7	17.8	22.4	22.8	22.3	22.3	17.0
F. I did not use any materials to prepare.	26.5	31.4	30.5	48.5	26.6	29.3	19.8	22.0	41.1	39.3	19.0	27.6	16.0	20.1	38.9
3. Do you think you will receive a high school diploma?															
A. Yes, with the rest of my class (or earlier).	88.5	83.1	81.3	91.5	85.2	91.0	82.1	83.2	91.1	88.0	57.2	71.3	64.8	81.7	91.0
B. Yes, but I will likely have to take classes after my original graduation date.	7.7	10.6	11.1	4.8	9.0	6.1	11.9	10.7	5.4	7.3	23.2	16.3	21.9	12.0	5.9
C. Yes, but I will pursue a diploma in Adult Education.	1.6	2.8	3.0	1.6	2.3	1.4	2.5	2.8	1.7	2.2	7.2	4.9	5.1	2.6	1.7
D. No, I probably will not receive a high school diploma.	1.4	2.0	2.6	1.1	1.9	0.9	2.3	1.8	0.8	1.3	8.2	4.0	5.6	2.4	0.9
E. No, I plan to take the GED.	0.3	0.7	1.1	0.3	0.5	0.1	0.5	0.7	0.5	0.5	1.8	1.4	0.9	0.6	0.4
F. No, but I plan to go to community college.	0.5	0.8	1.0	0.8	1.1	0.4	0.7	0.8	0.5	0.6	2.4	2.0	1.7	0.8	0.5

Table 3.32. (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	Two or More Races	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.	18.0	20.8	23.2	11.6	20.2	16.9	23.3	18.6	14.9	16.8	22.4	24.9	26.4	23.0	15.2
B. I may not pass the CAHSEE exam.	17.3	15.0	16.6	10.9	15.8	13.6	20.7	17.4	9.5	11.8	40.2	31.2	34.9	21.0	10.6
C. I may drop out before the end of 12th grade.	1.3	2.4	2.5	1.6	1.7	1.1	2.0	2.4	1.6	1.9	5.2	3.9	4.1	2.2	1.5
D. I may not meet some other graduation requirement.	10.8	13.2	14.4	9.1	14.3	14.8	14.0	11.3	8.9	11.3	12.0	16.0	14.5	14.3	9.5
E. I am confident I will receive a high school diploma.	69.6	63.2	61.0	78.5	66.2	71.8	58.8	63.9	76.8	71.2	34.5	44.6	40.1	58.5	75.4
5. What do you think you will do after high school?															
A. Join the military.	3.4	9.5	9.1	2.1	8.4	6.4	7.5	6.3	6.0	5.8	11.0	11.0	9.8	7.7	5.0
B. Go to a community college.	17.4	16.4	20.2	7.9	14.7	13.3	19.3	13.0	16.8	16.2	26.0	25.6	22.5	18.5	15.0
C. Go to a 4-year college or university.	71.2	58.2	52.4	85.5	65.3	74.2	59.4	68.8	65.7	66.9	37.4	41.4	48.5	59.5	70.6
D. Go to a vocational, technical, or trade school.	2.8	4.6	5.7	1.7	3.6	2.1	4.0	3.6	4.0	3.8	4.5	5.8	4.5	4.1	3.3
E. Work full-time.	2.5	5.5	5.8	1.0	3.9	1.4	5.1	3.9	3.3	3.2	12.7	7.5	8.5	5.2	2.6
F. Do something else (besides school, work, or the military).	2.7	5.8	6.8	1.8	4.2	2.5	4.8	4.4	4.2	4.2	8.4	8.7	6.2	4.9	3.5
6. How well did you do on this test? (Mark all that apply)															
A. I did as well as I could.	89.9	86.1	86.6	86.6	87.4	91.2	86.2	87.7	91.5	88.8	68.4	80.3	74.0	86.1	90.2
B. I was too nervous to do as well as I could.	9.1	8.0	8.9	7.3	10.0	7.2	11.0	7.7	4.8	6.3	20.9	12.1	20.1	10.7	6.1
C. I was not motivated to do well.	2.7	4.8	4.6	5.1	4.4	3.2	3.7	4.3	3.3	4.1	6.6	5.6	5.5	3.9	3.6
D. I did not have time to do as well as I could.	0.9	1.5	1.2	1.4	1.0	1.0	1.3	1.4	0.9	1.3	3.8	2.4	2.2	1.4	1.0
E. Conditions in the testing room made it difficult to concentrate.	3.9	3.5	2.4	4.6	3.3	4.1	3.5	3.3	3.9	4.3	3.6	4.0	4.1	3.7	3.8
F. There were other reasons why I did not do as well as I could.	3.4	3.8	4.2	5.0	4.3	3.4	3.5	3.1	3.4	4.0	4.9	5.1	4.7	3.7	3.5

Table 3.32. (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	Two or More Races	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.	65.7	58.4	57.8	65.7	60.6	69.0	58.2	56.0	68.7	62.3	33.1	45.1	38.0	56.9	68.0
B. Most, but not all of them (two-thirds or more were covered).	30.6	35.5	36.1	29.0	35.0	28.5	36.5	37.4	27.6	30.4	51.8	43.8	50.6	37.3	28.3
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	3.6	6.1	6.1	5.3	4.4	2.5	5.3	6.7	3.8	4.4	15.1	11.1	11.4	5.8	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.	7.1	12.7	10.8	11.6	10.1	8.2	10.4	11.9	8.3	9.4	26.9	18.8	19.6	11.1	8.6
B. Yes, a few were different from anything I had seen before.	38.0	45.1	40.9	39.2	43.7	40.7	44.8	43.0	36.2	38.6	53.0	49.3	54.9	45.2	37.5
C. No, all were similar to ones used in my classes.	54.9	42.2	48.3	49.2	46.3	51.1	44.8	45.1	55.5	52.0	20.1	31.9	25.5	43.7	53.9
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.	9.0	13.9	13.1	9.3	10.9	7.1	13.4	14.5	8.4	9.7	33.4	23.7	27.5	14.2	8.3
B. The test questions were generally about as difficult as the questions I encountered in my course work.	49.6	48.8	50.2	35.7	51.4	47.1	55.1	48.5	43.0	43.1	47.1	49.1	53.1	54.5	43.3
C. The test questions were generally easier than the questions I encountered in my course work.	41.5	37.2	36.8	55.0	37.6	45.8	31.5	37.0	48.5	47.3	19.6	27.2	19.4	31.4	48.4

Table 3.32. (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	Two or More Races	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.	4.4	7.0	6.2	6.6	5.8	3.7	6.2	7.6	4.3	5.4	15.3	10.6	13.7	6.7	4.5
B. I had trouble with these topics when they were covered in courses I took.	15.6	16.7	16.6	10.8	18.0	13.0	19.5	17.0	12.0	13.1	29.9	23.9	26.8	19.4	12.5
C. I have forgotten things I was taught about these topics.	40.8	36.4	36.6	35.2	40.7	41.5	42.9	36.8	31.7	34.9	38.3	36.3	43.4	42.2	34.6
D. None of the topics was difficult for me.	39.2	39.8	40.7	46.4	35.5	41.9	31.3	38.6	52.1	46.7	16.5	29.3	16.1	31.6	48.4
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.	48.8	52.5	48.4	63.2	41.2	51.7	41.0	44.3	66.3	58.9	17.3	31.9	19.4	41.1	61.7
B I am taking additional courses.	3.7	5.3	4.9	3.0	4.7	3.1	5.6	6.0	2.8	3.7	11.4	8.3	10.4	5.7	3.0
C. I am working harder in the courses I am taking.	44.3	36.7	39.4	33.7	49.1	46.7	46.6	42.9	29.9	34.9	47.2	45.7	53.5	46.4	33.9
D. I am getting help outside of the classroom.	6.8	6.5	8.5	5.6	9.8	6.0	7.6	9.1	4.5	6.0	12.6	12.4	11.7	8.1	5.0
E. I am repeating a course to learn the material better.	2.9	3.1	4.3	1.5	3.9	1.6	4.0	3.3	1.7	2.4	8.9	5.0	7.5	3.9	1.9
F. I will stay in school an additional year to learn the required material.	2.3	2.6	2.7	1.3	2.6	1.0	3.3	2.8	1.3	1.6	10.4	5.4	7.7	3.4	1.3

Table 3.32. (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	Two or More Races	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 an additional class during the regular school day that covers the topics on the CAHSEE.	24.6	23.5	25.7	12.3	22.7	18.5	29.8	27.5	17.6	18.5	33.1	26.9	34.2	29.4	18.3
B. I will take an additional class after school or during the summer that covers the topics on the CAHSEE.	27.4	19.2	20.2	19.8	23.6	23.2	26.3	26.8	18.3	20.1	21.8	18.9	26.5	25.4	20.9
C. I will try again to pass the CAHSEE without taking a special class.	40.7	46.8	43.7	59.5	45.1	52.4	35.2	36.7	54.5	52.0	28.2	39.0	28.1	36.2	52.1
D. I will give up trying to pass the CAHSEE.	1.2	2.3	1.8	1.5	2.3	1.0	1.9	2.2	1.5	1.8	5.0	3.4	3.6	2.0	1.4
E. I do not know what I will do.	6.1	8.1	8.6	6.9	6.3	4.9	6.8	6.8	8.2	7.7	12.0	11.8	7.6	7.0	7.3
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.	25.0	36.0	31.6	26.0	30.4	29.5	33.0	29.8	28.2	28.4	34.0	31.7	34.4	33.2	27.9
B. I will take courses at a community college and try again to pass the CAHSEE.	34.7	24.3	27.6	29.6	29.1	32.8	28.7	31.3	29.8	29.4	24.1	25.8	26.8	28.1	30.8
C. I will participate in some other type of program that will help me to pass the CAHSEE.	18.0	12.7	15.6	16.2	16.0	17.4	15.7	16.4	13.5	15.3	15.9	13.7	17.4	15.7	14.8
D. I will try to get a GED certificate.	4.0	5.1	6.1	3.1	4.6	2.7	4.8	5.2	4.6	4.8	6.4	6.6	5.5	5.0	4.0
E. I will give up trying to get a diploma altogether.	1.0	2.4	1.7	1.6	1.9	1.0	1.7	1.8	1.8	1.8	3.7	2.9	2.3	1.8	1.6
F. I do not know what I will do.	17.4	19.6	17.4	23.6	18.0	16.7	16.1	15.5	22.2	20.3	15.9	19.3	13.5	16.2	21.0

Table 3.32. (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	Two or More Races	SWD & EL	SWD only	EL only	Yes	No
14. Thinking back to your middle school years, what helped you do well on this test? (Mark all that apply.)	.														
A. Teachers helped me learn study skills and test taking skills.	60.9	53.5	52.1	55.8	60.6	66.5	58.9	54.7	53.8	54.5	50.0	49.3	51.1	58.0	56.3
B. ELA teachers covered topics that were on the CAHSEE.	29.8	23.8	24.7	27.2	30.2	32.8	26.6	25.6	26.6	26.6	18.2	18.0	21.1	26.7	27.1
C. I kept up with my school assignments in ELA.	28.4	22.0	23.6	31.6	25.8	34.6	22.3	21.4	28.2	26.4	12.9	15.5	13.8	22.8	28.0
D. Teachers helped me learn the English language.	17.0	15.9	15.3	19.7	16.0	19.9	15.7	12.4	17.5	16.4	16.8	14.6	22.5	16.2	16.8
E. I was in a support program (AVID, GEAR UP, other).	7.1	5.3	4.8	3.2	8.6	5.5	7.8	8.1	3.7	4.7	5.4	6.1	5.0	7.8	4.4
F. I do not recall any activity that helped me do well on this test.	14.3	20.8	21.4	19.4	15.5	12.9	16.0	16.9	20.5	20.1	14.2	22.3	15.5	16.4	18.9

Table 3.33. Distribution of Grade Ten Students' Responses to Questionnaire After Taking CAHSEE Math Examination in 2014, 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	Two or More Races	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.	42.4	36.5	37.0	25.7	40.9	39.9	46.5	43.1	30.1	29.1	42.2	39.6	47.2	46.4	31.7
B. A teacher spent time in class helping me to get ready to take the test.	27.7	24.7	26.7	13.6	28.6	25.6	31.2	29.3	20.3	19.9	32.2	28.7	31.5	31.2	20.6
C I took an additional class during the regular school day that covered the topics on the CAHSEE.	5.2	5.3	4.8	1.9	4.6	2.6	6.9	7.0	3.1	4.0	9.9	7.4	9.0	7.1	3.1
D. I took an additional class after school or during the summer that covered the topics on the CAHSEE.	3.1	3.0	2.2	1.7	2.8	2.3	4.1	3.6	1.5	1.9	4.6	3.6	4.5	4.1	1.8
E. I did not do anything in addition to regular course work to prepare for this test.	40.8	44.8	46.2	65.4	39.4	46.4	31.8	33.4	57.2	57.0	21.5	34.1	23.5	31.7	55.1
2. What materials did you use to prepare for this test: (Mark all that apply.)															
A. Textbooks	12.4	14.2	16.8	8.3	14.2	12.6	14.9	15.1	11.5	11.7	18.1	16.4	18.7	15.3	11.0
B. Math Student Guide	21.2	18.4	18.3	9.2	21.9	17.0	25.4	23.1	12.7	13.0	29.1	21.8	31.1	25.0	14.1
C. CAHSEE Online Prep	12.3	10.2	9.2	7.6	12.6	12.7	13.1	14.9	8.0	9.0	14.5	13.2	15.7	13.6	8.6
D. Released (sample) test questions	30.8	23.4	24.6	17.6	27.8	28.3	31.9	26.4	21.7	19.1	15.7	20.0	21.8	31.5	22.3
E. Other resources	14.5	15.2	15.9	9.4	17.5	14.8	17.1	16.4	11.9	13.1	18.3	19.0	17.4	17.2	12.2
F. I did not use any materials to prepare.	35.4	39.0	38.2	60.9	32.5	40.6	26.1	27.8	51.7	51.2	19.4	29.1	18.9	26.2	49.5
3. Do you think you will receive a high school diploma?															
A. Yes, with the rest of my class (or earlier).	87.7	82.1	80.0	91.3	84.4	90.3	81.2	82.1	89.9	87.1	57.1	70.2	65.1	80.9	89.6
B. Yes, but I will likely have to take classes after my original graduation date.	8.0	10.7	11.7	4.7	9.4	6.4	12.1	10.9	5.8	7.4	22.6	16.4	21.3	12.2	6.1
C. Yes, but I will pursue a diploma in Adult Education.	1.5	2.9	3.2	1.5	2.6	1.4	2.5	3.1	1.8	2.0	6.8	4.7	4.7	2.5	1.8
D. No, I probably will not receive a high school diploma.	1.7	2.4	2.7	1.2	1.9	1.3	2.7	2.2	1.2	1.7	8.8	4.9	6.1	2.8	1.3
E. No, I plan to take the GED.	0.4	0.8	1.0	0.3	0.7	0.2	0.7	0.8	0.6	0.8	1.9	1.5	1.0	0.7	0.5
F. No, but I plan to go to community college.	0.6	1.0	1.4	0.9	1.0	0.5	0.8	0.8	0.7	0.9	2.8	2.3	1.8	0.9	0.7

Table 3.33. (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	Two or More Races	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.	18.2	22.2	24.5	12.2	21.1	18.7	25.0	19.4	15.7	17.4	23.5	25.7	28.7	24.8	16.0
B. I may not pass the CAHSEE exam.	21.4	16.9	20.1	11.2	19.5	16.2	24.4	20.8	11.8	14.3	43.2	34.9	37.4	24.4	13.1
C. I may drop out before the end of 12th grade.	1.5	2.8	3.0	1.9	2.4	1.5	2.3	2.6	2.0	2.5	4.6	4.3	4.3	2.5	1.8
D. I may not meet some other graduation requirement.	8.8	10.8	11.6	7.7	12.2	12.2	11.3	8.9	7.4	8.8	9.6	12.7	11.8	11.5	7.9
E. I am confident I will receive a high school diploma.	65.6	60.2	57.8	77.3	61.7	69.0	54.6	60.0	73.8	69.1	32.0	40.9	36.4	54.5	72.5
5. What do you think you will do after high school?	.														
A. Join the military.	3.6	10.0	9.7	2.6	8.9	6.9	7.7	6.9	6.4	6.2	11.2	11.5	10.0	8.0	5.5
B. Go to a community college.	17.3	16.1	19.3	7.8	13.6	13.1	19.1	13.0	16.5	15.8	25.4	25.0	22.6	18.3	14.8
C. Go to a 4-year college or university.	71.1	57.7	52.4	85.0	65.2	73.9	59.2	68.1	65.3	66.5	37.3	41.0	48.5	59.4	70.1
D. Go to a vocational, technical, or trade school.	2.6	4.4	5.5	1.4	3.0	2.0	3.8	3.3	3.8	3.5	4.9	5.7	4.2	3.8	3.1
E. Work full-time.	2.7	5.8	6.0	1.2	4.7	1.5	5.4	4.2	3.4	3.4	12.9	7.8	8.8	5.5	2.9
F. Do something else (besides school, work, or the military).	2.9	6.0	7.2	2.0	4.6	2.8	4.8	4.6	4.5	4.6	8.4	9.0	6.0	5.0	3.7
6. How well did you do on this test? (Mark all that apply):															
A. I did as well as I could.	87.2	85.2	83.0	90.1	86.1	91.0	83.9	83.7	89.3	86.7	69.1	76.6	74.7	84.2	88.5
B. I was too nervous to do as well as I could.	10.8	8.1	10.4	5.3	10.2	7.6	12.2	9.6	5.8	7.4	19.8	13.7	19.3	11.6	7.0
C. I was not motivated to do well.	3.2	4.8	4.8	4.2	4.0	3.0	4.1	4.7	3.5	4.3	7.1	6.3	5.7	4.2	3.7
D. I did not have time to do as well as I could.	0.8	1.5	1.8	0.8	1.4	0.8	1.2	1.5	1.0	1.1	3.3	2.4	2.0	1.3	0.9
E. Conditions in the testing room made it difficult to concentrate.	3.1	2.8	3.6	2.9	2.3	2.9	2.7	2.7	3.3	3.4	3.2	3.9	3.3	2.9	3.0
F. There were other reasons why I did not do as well as I could.	5.2	4.6	6.3	3.9	5.4	4.0	5.1	5.1	4.9	5.8	5.9	7.5	5.2	5.1	4.7

Table 3.33. (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	Two or More Races	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.	55.9	54.6	48.2	74.3	52.7	66.6	48.8	45.9	62.3	59.8	27.5	34.7	34.8	48.5	63.1
B. Most, but not all of them (two-thirds or more were covered).	37.8	36.6	41.2	21.5	39.7	29.6	42.8	43.2	31.2	33.0	56.1	49.3	53.0	42.8	30.8
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	6.3	8.8	10.6	4.3	7.6	3.9	8.3	11.0	6.5	7.3	16.4	16.0	12.2	8.7	6.1
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.	9.3	13.6	13.2	9.1	12.5	8.7	12.5	15.4	9.7	10.5	26.9	22.4	19.6	13.0	9.7
B. Yes, a few were different from anything I had seen before.	40.9	42.5	44.8	27.7	43.9	35.6	47.2	46.1	35.4	37.6	54.3	51.3	55.2	47.1	35.5
C. No, all were similar to ones used in my classes.	49.8	43.9	42.1	63.2	43.6	55.8	40.2	38.6	54.9	51.9	18.9	26.3	25.2	40.0	54.8
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.	15.2	17.1	19.9	7.5	16.4	9.9	19.0	22.4	12.9	14.6	37.8	32.5	29.0	19.4	12.3
B. The test questions were generally about as difficult as the questions I encountered in my course work.	48.9	44.0	48.8	28.1	47.3	43.4	53.1	48.2	39.8	39.7	45.6	46.8	51.6	52.1	40.1
C. The test questions were generally easier than the questions I encountered in my course work.	36.0	38.9	31.3	64.4	36.3	46.7	27.9	29.4	47.3	45.8	16.6	20.7	19.4	28.5	47.6

Table 3.33. (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	Two or More Races	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.	6.7	10.2	10.6	4.9	8.5	4.9	9.4	11.2	7.6	8.8	19.8	17.6	15.6	9.8	6.9
B. I had trouble with these topics when they were covered in courses I took.	24.9	20.5	23.9	9.7	24.7	16.4	27.5	26.9	17.9	18.7	32.6	29.7	31.9	27.0	17.9
C. I have forgotten things I was taught about these topics.	49.2	41.1	44.2	39.1	46.1	50.9	47.2	44.0	42.5	43.0	36.6	38.1	42.3	46.3	43.8
D. None of the topics was difficult for me.	19.2	28.2	21.3	46.3	20.1	27.8	15.9	18.0	32.0	29.6	11.0	14.7	10.2	17.0	31.4
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.	44.4	52.6	44.7	68.5	41.0	53.5	38.2	39.5	63.2	57.1	16.4	28.6	20.4	38.7	60.0
B I am taking additional courses.	4.5	6.0	6.1	2.9	6.7	3.3	6.5	7.5	3.5	4.2	12.1	9.9	10.7	6.6	3.7
C. I am working harder in the courses I am taking.	44.1	33.6	39.8	26.0	43.8	41.3	45.8	42.5	28.6	32.5	47.9	45.5	51.0	45.2	31.6
D. I am getting help outside of the classroom.	8.9	6.9	9.3	5.2	10.5	7.1	8.9	11.1	6.1	7.1	12.6	12.9	11.9	9.1	6.4
E. I am repeating a course to learn the material better.	4.9	4.1	5.4	2.0	4.1	2.3	5.7	5.0	3.1	3.9	8.7	6.8	8.9	5.6	3.2
F. I will stay in school an additional year to learn the required material.	2.6	3.1	3.5	1.7	2.8	1.4	3.6	3.2	1.9	2.3	10.0	5.7	6.9	3.6	1.9

Table 3.33. (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	Two or More Races	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 an additional class during the regular school day that covers the topics on the CAHSEE.	25.9	24.5	26.6	14.0	25.6	19.3	30.4	28.7	19.3	19.7	32.2	27.9	34.6	30.1	19.9
B. I will take an additional class after school or during the summer that covers the topics on the CAHSEE.	25.5	17.6	19.7	17.2	21.8	21.6	24.5	25.4	16.6	18.7	22.3	18.4	25.0	23.6	19.1
C. I will try again to pass the CAHSEE without taking a special class.	35.4	40.8	37.1	49.2	38.8	46.8	31.8	32.5	46.1	44.6	27.1	34.6	27.0	32.8	44.0
D. I will give up trying to pass the CAHSEE.	1.4	3.1	2.7	2.3	3.1	1.3	2.3	2.8	2.2	2.4	5.0	4.1	3.9	2.5	2.1
E. I do not know what I will do.	11.8	14.0	13.9	17.2	10.8	11.0	11.0	10.7	15.8	14.6	13.4	15.0	9.9	11.1	14.9
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.	26.7	36.4	31.7	26.5	31.5	30.3	24.7	29.9	28.7	28.0	34.7	32.1	35.9	34.8	28.3
B. I will take courses at a community college and try again to pass the CAHSEE.	34.4	23.6	26.8	27.5	30.3	32.5	28.8	31.4	28.6	28.8	24.6	26.4	27.4	28.3	29.6
C. I will participate in some other type of program that will help me to pass the CAHSEE.	14.0	10.2	11.7	12.5	13.5	14.0	12.5	14.5	10.3	12.4	13.6	11.7	14.4	12.5	11.6
D. I will try to get a GED certificate.	3.9	4.9	6.2	2.8	4.0	2.9	4.6	5.3	4.4	4.7	7.0	6.1	5.4	4.9	3.8
E. I will give up trying to get a diploma altogether.	1.5	3.3	2.9	2.8	2.4	1.7	2.2	2.3	2.7	2.6	4.0	3.3	2.5	2.3	2.5
F. I do not know what I will do.	19.5	21.6	20.7	27.8	18.4	18.7	17.2	16.6	25.3	23.4	16.6	20.4	14.4	17.2	24.2

Table 3.33. (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	Two or More Races	SWD & EL	SWD only	EL only	Yes	No
14. Thinking back to your middle school years, what helped you do well on this test? (Mark all that apply.)	.														
A. Teachers helped me learn study skills and test taking skills.	55.8	49.9	49.8	49.5	56.6	60.1	54.7	51.3	49.7	49.6	47.0	45.9	49.9	54.3	51.2
B. Math teachers covered topics that were on the CAHSEE.	41.6	32.2	31.3	41.1	38.8	46.5	35.5	33.0	38.0	36.7	22.9	24.7	27.3	35.4	38.7
C. I kept up with my school assignments in math.	35.5	26.8	28.2	40.6	31.0	42.2	27.7	23.6	34.9	32.8	18.3	20.6	19.6	28.0	34.8
D. Teachers helped me learn the English language.	6.2	7.1	5.9	8.3	7.5	8.4	6.6	5.6	6.5	6.3	8.3	6.9	11.0	7.0	6.4
E. I was in a support program (AVID, GEAR UP, other).	6.3	4.9	4.7	2.9	7.9	4.9	7.0	7.4	3.5	4.2	5.0	5.5	4.2	7.0	4.1
F. I do not recall any activity that helped me do well on this test.	15.1	21.4	22.6	18.4	15.7	13.0	17.0	17.9	21.0	21.4	15.7	23.6	16.8	17.2	19.3

Summary of Grade Ten Findings

Comparisons of Grade Ten Students' Responses 2005–14

The trend data reveal multiple positive changes in student perception of the CAHSEE over time. In 2014 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.
- They did as well as they could on the CAHSEE.
- All the test items were similar to those that they had seen in class (mathematics).
- The test questions were generally as difficult, or easier, than those they had seen in class.
- That none of the test topics were difficult for them.
- That they do not have to work any harder to pass the CAHSEE.

A decreased percentage of students reported that

- They used textbooks to prepare for the CAHSEE.
- They would probably not receive a high school diploma.

Comparisons of Grade Ten Students' Responses in 2014 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 did not take extra measures 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 four-year college or university after high school.

- The topics and test questions were familiar and similar or easier in difficulty to those they had seen in class.

- That middle school teachers helped them to prepare for the CAHSEE by teaching study skills and CAHSEE topics.

Differences in Grade Ten Students' Responses in 2014 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 to report taking extra measures to prepare for the CAHSEE than males. In addition, 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 some of the questionnaire items differed between ethnic groups. Hispanic students were the most likely of all ethnic groups to believe the CAHSEE may prevent them from earning a 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. Pacific Islanders and African Americans were more likely than other groups to report getting outside help to pass the CAHSEE. Filipino and Asian students were more likely than other groups to report keeping up with middle school assignments helped them to prepare for the CAHSEE.

By Disability and English Learner Status. Students classified as both SWD and EL generally reported more negative perspectives across the CAHSEE questionnaire compared to the general population. Those who were only EL or only SWD were typically more positive than those who were both SWD and EL, but also more negative than the general population. These students 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. Those who are SWD and/or EL are less familiar with CAHSEE topics and question types and are more likely to get outside help or take an additional class to help learn CAHSEE topics than other students.

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. Students who were not ED were more likely to express plans to attend a four-year college and were more likely to report that keeping up with their middle school assignments helped them to prepare for the CAHSEE.

Overall Summary of Grade Ten Responses

In general, the grade ten 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 after taking the mathematics exam. Consistent with previous year findings, those who are SWD and/or EL are most likely to be unfamiliar with CAHSEE content and item types in 2014. Additionally, Hispanic, African American, and American Indian/Alaskan Native students report less familiarity with CAHSEE content than other racial/ethnic groups, and those classified as ED report less familiarity than those who are not ED.

Findings from 2014 Grade Twelve Students

The next section examines a selection of responses to the student questionnaires of 2014 grade twelve students in 2012, when they first took the examination, and again in 2014. 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 2014 and those who did not. Because questions 12, 13, and 14 were new in 2013 or 2014, we are unable to compare responses on them.

Grade Twelve Demographic Information

Table 3.34 provides the frequencies of grade twelve students who had taken the CAHSEE in 2012 and were still attempting to pass the ELA and/or mathematics CAHSEE in 2014 by whether they passed or did not pass in 2014. More students who were still taking the CAHSEE in 2014 as grade 12 students failed than passed both ELA and mathematics.

Table 3.34 Frequency of 2014 Grade Twelve Students Who Took the CAHSEE as Grade 10 students in 2012 and Again in 2014 Who Passed and Who did Not Pass the Tests in 2014

Grade 12 Passing Category	ELA	Mathematics
Passed in 2014	12,531	12,164
Did not pass in 2014	21,380	20,835

Graduation Expectations and Post-High School Plans

In 2014, 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 2012 (see Table 3.35); particularly, approximately half of the students reported in 2014 that the CAHSEE might prevent them from graduating. Grade 12 students still taking the CAHSEE in 2014 were less concerned that failure to pass required courses would prevent them from earning a diploma than they were as grade 10 students in 2012. The majority of students still taking the CAHSEE in grade 12 were not confident they would receive a high school diploma in 2014 and provided similar responses in 2012.

Table 3.35. Responses of 2014 Grade Twelve Students, in 2012 as Grade 10 Students and 2014 After CAHSEE Tests, as to What Might Prevent Them From Receiving a Diploma, by Those Who Passed in 2014 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	
	2012	2014	2012	2014	2012	2014	2012	2014
A. I may not pass all the required courses.	28.7	14.7	22.5	16.6	33.8	14.1	27.9	17.4
B. I may not pass the CAHSEE exam.	37.9	51.9	38.1	47.6	40.7	55.7	41.5	48.8
C. I may drop out before the end of 12th grade.	4.4	2.8	6.9	6.1	4.0	3.3	5.5	5.9
D. I may not meet some other graduation requirement.	14.8	9.2	11.8	9.4	13.4	8.6	11.8	9.2
E. I am confident I will receive a high school diploma.	33.9	33.7	33.7	28.7	29.9	29.1	28.5	27.1

A higher percentage of grade 12 students who were still taking the CAHSEE in 2014 responded that they would attend a community college after high school in 2014 than did in 2012. 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 3.36).

Table 3.36. Responses of 2014 Grade Twelve Students, in 2012 as Grade 10 Students and in 2014 After ELA and Mathematics Tests, as to What They Would Do After High School, by Those Who Passed in 2014 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	
	2012	2014	2012	2014	2012	2014	2012	2014
A. Join the military	10.9	10.6	11.1	12.0	10.8	10.7	11.2	12.1
B. Go to a community college	25.8	46.3	24.8	40.9	27.2	47.5	26.4	42.4
C. Go to a 4-year college or university	41.5	23.2	35.9	19.7	40.3	21.3	34.8	18.0
D. Go to a vocational, technical, or trade school	5.0	6.7	5.8	6.4	4.9	7.0	5.4	6.7
E. Work full-time	9.6	9.4	12.9	14.9	9.5	9.5	12.9	14.9
F. Do something else (besides school, work, or the military	7.2	3.9	9.5	6.2	7.3	3.9	9.3	6.0

Content and Instruction Coverage

Just over half of students who took the CAHSEE as grade twelve students in 2014 felt that most, but not all, topics on the CAHSEE were covered in their coursework. A larger percentage of those who did not pass the CAHSEE in 2014 reported unfamiliarity with most topics compared to those who passed in 2014 (see Table 3.37).

Table 3.37. Responses of 2014 Grade Twelve Students, in 2012 as Grade 10 Students and in 2014 After CAHSEE Tests, as to Whether the Tested Topics Had Been Covered in Courses Taken, by Those Who Passed in 2014 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	
	2012	2014	2012	2014	2012	2014	2012	2014
A. Yes, all of them.	35.0	35.1	32.6	28.7	27.0	28.5	26.4	26.1
B. Most, but not all of them (two-thirds or more were covered).	52.3	51.5	50.4	50.2	55.9	57.4	54.7	53.4
C. Many topics on the test were not covered in my courses (less than two-thirds were covered).	12.7	13.4	17.0	21.2	17.1	14.1	18.9	20.5

Table 3.38 shows an increase in the percentage of students reporting that test questions were easier or similar to those they had encountered in 2014 compared to their responses in 2012. The increases were larger for students who ended up passing in 2014.

Table 3.38. Responses of 2014 Grade Twelve Students, in 2012 as Grade 10 Students and 2014 After CAHSEE Tests, as to Whether Test Questions Differed From Those Encountered in Homework or Classroom Tests, by Those Who Passed in 2014 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	
	2012	2014	2012	2014	2012	2014	2012	2014
A. Yes, many were different from anything I had seen before.	21.3	18.5	28.2	26.8	22.8	18.5	27.6	25.6
B. Yes, a few were different from anything I had seen before.	55.1	53.6	50.6	50.7	55.4	57.4	51.8	51.5
C. The test questions were generally easier than the questions I encountered in my course work.	23.6	27.9	21.2	22.6	21.9	24.0	20.6	22.9

The grade twelve students were less likely to report in 2014 that questions on the CAHSEE were generally more difficult than those they had seen in class than they had been in 2012 (see Table 3.39). A larger percentage of mathematics test takers than ELA test takers reported that the questions were more difficult than they had encountered in course work.

Table 3.39. Responses of 2014 Grade Twelve Students, in 2012 as Grade 10 Students and 2014 After CAHSEE Tests, Regarding the Comparative Difficulty of the Test Questions, by Those Who Passed in 2014 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	
	2012	2014	2012	2014	2012	2014	2012	2014
A. Yes, the test questions were generally more difficult that the questions I encountered in my course work.	30.5	23.7	35.9	31.3	35.9	30.9	40.3	35.5
B. The test questions were generally about as difficult as the questions I encountered in my course work.	50.5	58.0	43.6	47.9	50.5	57.5	44.2	48.0
C. The questions were generally easier than the questions I encountered in my course work.	19.0	18.4	20.5	20.7	13.7	11.6	15.6	16.5

Students who were taking the CAHSEE in grade 12 in 2014 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 than in 2012. Both students who passed the test and those who did not were less likely to report that they had forgotten things they were taught about the topics or that none of the topics was difficult for them in 2014 compared to 2012 (see Table 3.40).

Table 3.40. Responses of 2014 Grade Twelve Students, in 2012 as Grade 10 Students and 2014 After CAHSEE Tests, as to Why Some Topics Were Difficult for Them, by Those Who Passed in 2014 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	
	2012	2014	2012	2014	2012	2014	2012	2014
A. I did not take courses that covered these topics.	13.4	16.3	16.3	23.0	17.3	17.7	18.3	22.5
B. I had trouble with these topics when they were covered in courses I took.	29.6	30.1	29.3	31.2	37.1	42.0	36.7	38.57
C. I have forgotten things I was taught about these topics.	41.0	35.6	36.6	30.0	37.9	33.7	34.0	28.5
D. None of the topics was difficult for me.	16.1	18.0	17.8	15.8	7.7	6.6	11.0	10.5

Summary of Grade Twelve Student Responses

A larger percentage of grade 12 students in 2014 who were still taking the CAHSEE were more concerned as seniors that the CAHSEE might prevent them from earning a high school diploma than they were as sophomores. These same students were less concerned with other barriers preventing them from earning a diploma as seniors than they were as sophomores.

Grade 12 students in 2014 who were still taking the CAHSEE reported a change in post-graduation plans compared to their grade 10 responses in 2012. Particularly, a larger percentage reported plans to attend a community college and a smaller percentage reported they would attend a four-year college or university.

There was generally very little difference in reported familiarity with test topics and question types between 2012 and 2014 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

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Background

The California Department of Education (CDE) contracted with HumRRO to include in its 2010–2014 evaluation period a two-year, small-scale Middle School English Learner (EL) Study in collaboration with volunteers from local education agencies (LEAs) and middle schools. The purpose of the study was to investigate programs and strategies being used by middle schools and LEAs to help EL students make grade level progress to prepare them to pass the CAHSEE in high school. 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 (29.5% vs 75.9%, see Chapter 2, Table 2.28), and later entry and longer term EL students are most at risk. The CAHSEE passing rate gap between ELs and all grade twelve students has persisted at about 15 percent since 2006 (see Chapter 2, Figure 2.2).

- Grade ten responses to the CAHSEE questionnaire indicate EL students are more likely than other students to report (a) that many topics on the CAHSEE were not covered in the courses they took, (b) that they had trouble with topics on the CAHSEE when they were covered in courses they took, (c) that the types of questions on the CAHSEE were different from what they encountered in their homework assignments or classroom tests, (d) that the CAHSEE questions were generally more difficult than questions they were given in classroom tests, homework, or assignments. EL respondents to the questionnaire are also less likely than other students to report that they were helped in their CAHSEE preparation by middle school ELA and mathematics teachers covering topics that were on the CAHSEE (see Chapter 3, Table 3.32).

- Although the number of EL students in the state had declined slightly each year since the 2007–08 school year, the spring 2014 language census shows an increase from 2013. Almost 227,000 students in grades six through eight were classified as English learners, or about 16 percent of the 2013–14 statewide enrollment in public schools for those grades (http://dq.cde.ca.gov/dataquest). Across all grades, almost 26 percent of ELs have been enrolled in schools in the U.S. for more than 5 years.

- Although the gaps are shrinking, English learners continue to have a higher dropout rate (21.6% for the Class of 2013), lower graduation rate (63.1% for

the Class of 2013), and higher rate of enrollment past their grade twelve year (14.1% for the Class of 2013) than the statewide rates for these outcomes (11.4%, 80.4%, 7.4%, respectively, for the Class of 2013) (see Chapter 5, Table 5.1).

This chapter presents some of the results of surveys that were administered to a volunteer sample of middle school educators and Local Education Agency (LEA) program coordinators who work with EL students across California. Unlike prior instruction studies HumRRO conducted in 2003, 2005, and 2009 as part of the independent evaluation of the CAHSEE, this study did not collect information from educators at the high school level. The target sample of middle schools and LEAs was based on the number of their English learner students and was not representative of the state as a whole. The overarching aim of the study was to investigate factors that may positively impact CAHSEE test scores for English learner students (ELs) so as to identify and share high-impact methods that could improve EL student learning through wider adoption of more effective policies and practices.

Time of Transition for English Learner Classification

This study was planned and conducted during a time when educational policies and goals related to English learners in the state of California were shifting. LEAs throughout the state are developing and implementing local plans for transitioning to the Common Core State Standards (CCSS) systems for English-language arts and mathematics for all students. Additionally, in November 2012, the State Board of Education (SBE) approved new English Language Development (ELD) Standards for English learners from kindergarten through grade twelve. To guide LEAs and county offices of education in steps to be taken to integrate the new CA ELD Standards into the public education system, the CDE developed the CA ELD Standards Implementation Plan. The goal of the plan is to communicate strategies to address EL needs for English language and literacy skills as they relate to the CA CCSS for ELA/Literacy in key content areas including History/Social Studies, Science, and Technical Subjects. It is important to acknowledge that these simultaneous transitions are already influencing the environment of English learner instruction but that the transition is not complete.

Changes are also underway in the assessment landscape for ELs. The current English language proficiency (ELP) test, the California English Language Development Test (CELDT), was developed based on the 1999 ELD Standards. The CDE will be transitioning to a new ELP assessments system aligned to the 2012 ELD Standards. The administration of the CELDT continued as usual in 2013–14, and it will also be administered in 2014–15 and in 2015–16.

With the adoption of Assembly Bill 484, California fully suspended the Standardized Testing and Accountability Reporting (STAR) tests in 2013−14, including the California Standards Tests (CSTs) in mathematics and English-language arts, and began transitioning to the new assessment program, the California Assessment of Student Performance and Progress (CAASPP). In spring 2014 the Smarter Balanced Field Test summative assessments for English–language arts (ELA) and mathematics

were administered in grades three through eight and grade eleven. No change was made to the SBE guidelines for reclassification of English learners in 2013–14, and the suspension of CSTs and California Modified Assessments (CMAs) did not prohibit an LEA's ability to use the 2012–13 CST or CMA ELA results as the academic criterion for reclassification during the 2013–14 school year.

For 2014−15, however, LEAs will not receive student-level results from the spring 2014 Smarter Balanced Field Test and therefore will not be able to use the test as the "performance of basic skills" criterion for the reclassification of English learners. CDE's Web page about the AB 484 transition notes that LEAs "are afforded flexibility when identifying appropriate measures of academic performance when establishing local reclassification policy" and that school district advisory committees on programs and services for English learners should "review and comment on the district reclassification procedures." [13]

Current Classification Policies and Trends

Although the state ELD standards were undergoing a process of major revision and future changes were planned for state assessments, the laws and guidelines for determining EL and Reclassified Fluent English Proficient (RFEP) status during the time period of this study did not change. 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 were still 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 continued to be tested initially and then annually using the 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). In addition to domain scores, a comprehension score, the average of the listening and reading scale scores, is provided. CELDT results have been used to place students in appropriate English language development (ELD) classes and qualify them for EL programs and services. ELD classes have been 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 (EC313[d]) has required LEAs to establish reclassification policies and procedures based on English language development test (currently CELDT) scores, English-language arts (ELA) test scores (e.g., the California Standards Tests in ELA), teacher evaluation, and parental input. The SBE has provided additional guidelines[14] to clarify how to apply these criteria to LEA reclassification decisions, including recommended CELDT and California Standards Tests performance levels. For students with disabilities, the guidelines emphasize that the local Individualized Education

[13] http://www.cde.ca.gov/ta/tg/sa/ab484qa.asp

[14] *California English Language Development Test (CELDT) 2013–14 CELDT Information Guide* Available on the California Department of Education CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp

Plan (IEP) team should specify an appropriate assessment of basic skills, such as the California Modified Assessment (CMA) or, for students with severe cognitive disabilities, the California Alternate Performance Assessment (CAPA). Supplemental criteria may be added to the four required reclassification criteria to help inform decisions about ELs with disabilities.

The SBE guidelines have stated that the CELDT should be the primary criterion for reclassification. The guidelines recommend that students whose overall performance is Early Advanced or higher, with an Intermediate or higher performance on each domain, be considered for reclassification. In addition, the SBE guidelines indicate that students with upper Intermediate level overall scores may be considered for reclassification. For years, a substantial but fluctuating gap has existed between EL students who satisfy the English language proficiency criterion as demonstrated by performance on the CELDT, using the SBE recommendations, and EL students who achieve RFEP status. This is illustrated in Figure 4.1 below, using statewide data from CDE's results for CELDT Annual Assessment[15]. HumRRO was not able to find comparable RFEP data for middle school grades only. Interpretation of the gap requires additional data about the proportions of EL students satisfying the other reclassification criteria.

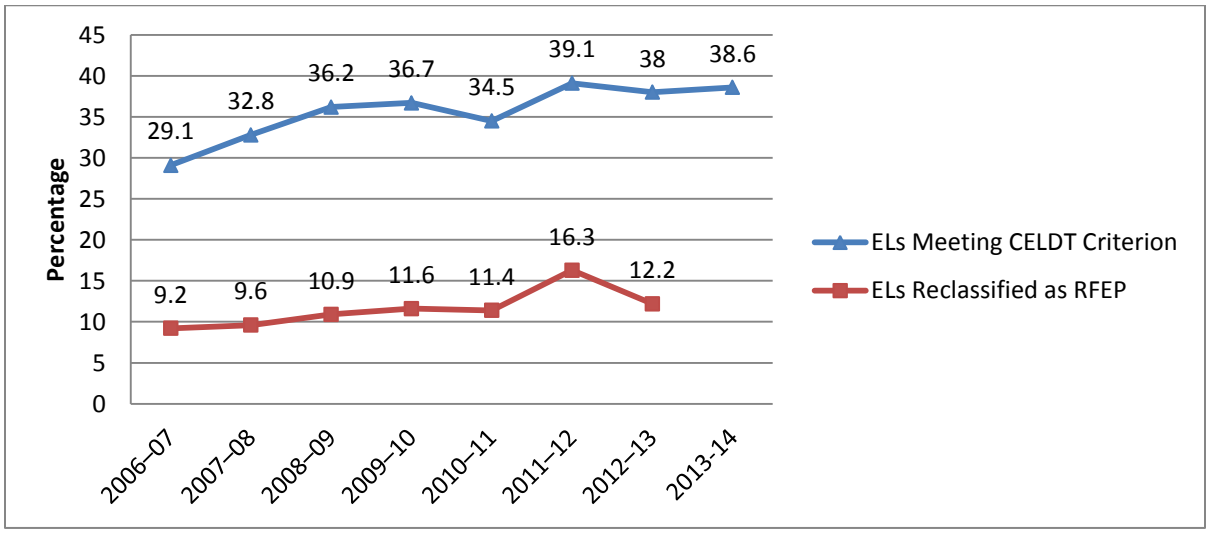


Figure 4.1. Trends in gap between ELs in all grades meeting CELDT criterion and ELs being reclassified as RFEP.

One of the other criteria, performance in basic skills compared with English proficient students of the same age, is commonly measured by CSTs in English-language arts (CST ELA tests). Looking just at middle school grades from 2009 through 2013, Figure 4.2 displays the percentages of EL students in grades six, seven, and eight who achieved the minimum CST ELA performance level suggested for consideration for reclassification (Basic) and the percentage of middle school EL students who met the CELDT criterion for this grade span. For all grades shown, the

[15] May 23, 2014 Memorandum from State Superintendent of Public Instruction to SBE, *California English Language Development Test: Preliminary Annual Assessment Results for 2013–14*

percentage of EL students satisfying the minimum CST ELA score are at least as high as the percentage satisfying the CELDT criterion, although the percentage is lower after grade six for each subsequent grade. 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.

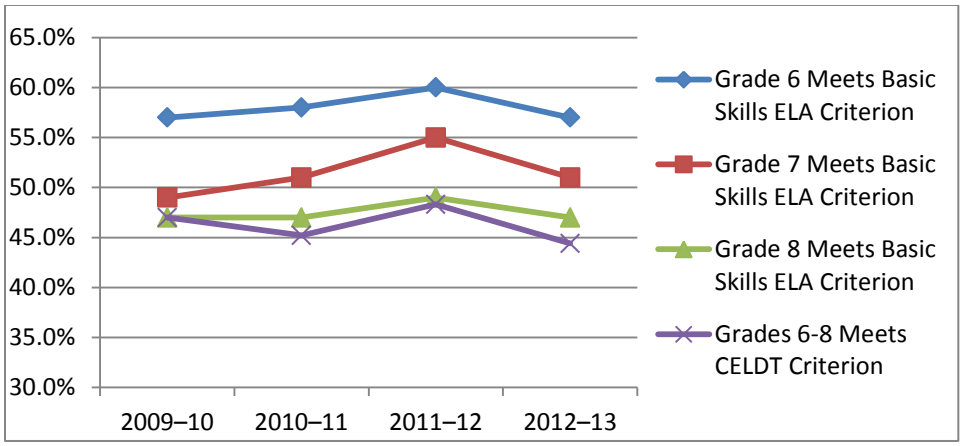


Figure 4.2. Trends in middle school EL students meeting basic skills (CST ELA) or CELDT criterion for consideration for reclassification.
From http://data1.cde.ca.gov/dataquest/

HumRRO is not aware of any source that documents the extent or degree of variations in local criteria for reclassification among LEAs statewide. Students who meet their LEA's criteria are changed from EL status to Reclassified or Redesignated Fluent English Proficient status and are no longer assessed by the CELDT. RFEP students are placed in the regular instructional program and LEAs are required to monitor their academic progress for two years.

Study Design

Research Questions

HumRRO completed phase one of the Middle School EL Study in 2012–13, a very small scale qualitative data collection effort. We interviewed LEA and middle school staff members who support EL programs and instruct EL students. Our interview questions asked 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. Outcomes of the interviews were reported in the 2013 Annual Report and provided the starting point for phase two of the study, which was conducted in 2013–14.

Phase two included the development and administration of a Web-based survey to a larger group of respondents from participating middle schools and LEAs. After gathering information from survey respondents, HumRRO developed measurements of effectiveness to classify participating LEAs as higher-effective or lower-effective and analyzed survey responses to address the following questions:

1. What are the variations across LEAs in policies for reclassifying EL students as Fluent English Proficient, and how might these variations relate to EL student achievement?
2. What are the variations across LEAs and middle schools with respect to course placement policies, and how might these relate to EL student achievement?
3. What ELA and mathematics instructional strategies and supplemental materials do educators use with EL students, and how effective are they?
4. What types of professional learning opportunities are available to teachers of EL students, and to what degree is educator participation in them related to EL student achievement?

Data Sources

The study used information provided by LEA and middle school survey respondents and student level assessment data, including:

- **CAHSEE English-language Arts (ELA) and mathematics test scores:** In California, all grade ten students are tested in a census administration and students have several retest opportunities until they achieve a passing score on the ELA and mathematics portions of the CAHSEE. HumRRO used 2011 through 2014 CAHSEE data obtained from the CAHSEE test vendor, ETS.

- **CELDT test scores:** The California English Language Development Test annual assessment (AA) data were collected during the AA window from July 1 through October 31 each year. HumRRO used 2008 through 2012 CELDT data obtained from the California Department of Education to draw the sample of LEAs and middle schools to survey. After the surveys were completed, we used 2014 CELDT AA data, the most recent data available, for our analyses.

Surveys of LEA and Middle School Educators

Recruitment of Nominees

Sample Selection. Recruitment of survey respondents began in the fall of 2013. HumRRO analyzed grade seven 2012 CELDT annual assessment data to identify LEAs that included at least one middle school with at least 50 students tested. Across the state, this resulted in 118 LEAs and 484 middle schools with significant English learner populations to target for participation in this study. Sixty-eight of these LEAs were part of the Los Angeles Unified School District.

Obtaining Contact Information. The design of our survey dictated the needs of our recruitment process. We knew we wanted to survey staff members from a variety of

positions that influence and hold stakes in the instruction of middle school ELs. Thus, our goal in recruitment was to ask key LEA- and school-level staff to help us develop a contact database with the names, titles, and e-mail addresses of staff members who filled the positions of LEA-level EL administrator, general education English teacher, general education mathematics teacher, school-level EL coordinator or ELD teacher, and school-level administrator.

HumRRO worked with CDE staff to develop an initial e-mail blast sent jointly from two different CDE offices (CAHSEE and CELDT offices) on October 29, 2013, to inform the target LEAs and schools about the purpose and schedule for the Middle School EL Study, to encourage their participation in the study, and to introduce HumRRO project staff. The e-mails were sent to LEA CAHSEE District Coordinators (DCs), CELDT District Coordinators (DCs), and middle school principals. CAHSEE DCs, who are responsible for coordinating, managing, and processing information related to CAHSEE test administration, were sent the e-mail so that they would be aware of the study, though they were not involved in the nomination process. Some of our target middle schools were in elementary school districts or districts without high schools, and therefore these LEAs did not have CAHSEE coordinators. CELDT DCs, who have a parallel role to CAHSEE DCs relative to CELDT test administration, are designated in each California LEA and therefore served as logical points of first contact for our recruitment effort. Likewise, there is typically a person designated as the principal at every school in the state.

CDE provided HumRRO with electronic files of e-mail addresses for the CELDT DCs, CAHSEE DCs, and middle school principals. HumRRO's first e-mails, sent November 7, 2013, to LEA and middle school contacts from CDE, requested contact information (i.e., first names, last names, title, brief descriptions of job positions, e-mail addresses, and telephone numbers) via online forms. We asked the CELDT DCs to nominate at least one person at the district level who had background knowledge and perspective about topics related to the programs, policies, and procedures in place for middle school ELs. From middle school principals, we requested contact information for four educators with knowledge of EL instruction, services, and policies at the middle school: at least one general education English teacher, at least one general education mathematics teacher, the EL coordinator or person in a lead role related to ELs, and a school-level administrator. We also asked principals to indicate any time periods that their schools would be closed for more than a single day (e.g., break between terms) so that we could do our best to avoid sending e-mails during that time.

HumRRO used a customized internet-based program to send e-mails and track online responses from LEA and middle school staff, and to build a database of all respondent contact information, as shown in Figure 4.3. HumRRO resolved, where possible, e-mail addresses that were invalid due to inaccuracies in the address itself (e.g., spelling error of recipient name), and we worked with the IT coordinator at one LEA to resolve blocked delivery due to filtering. HumRRO also responded to telephone inquiries about the study. A high number of principal e-mail addresses from CDE were no longer valid, due to educator retirement or movement of educators to another school. In addition to standardized follow-up requests, HumRRO also sent customized e-mail

requests to CELDT DCs from LEAs for which middle school staff had already agreed to join the study but LEA staff had not yet done so. This effort was intended to achieve more "matches" of district level responses with school level responses.

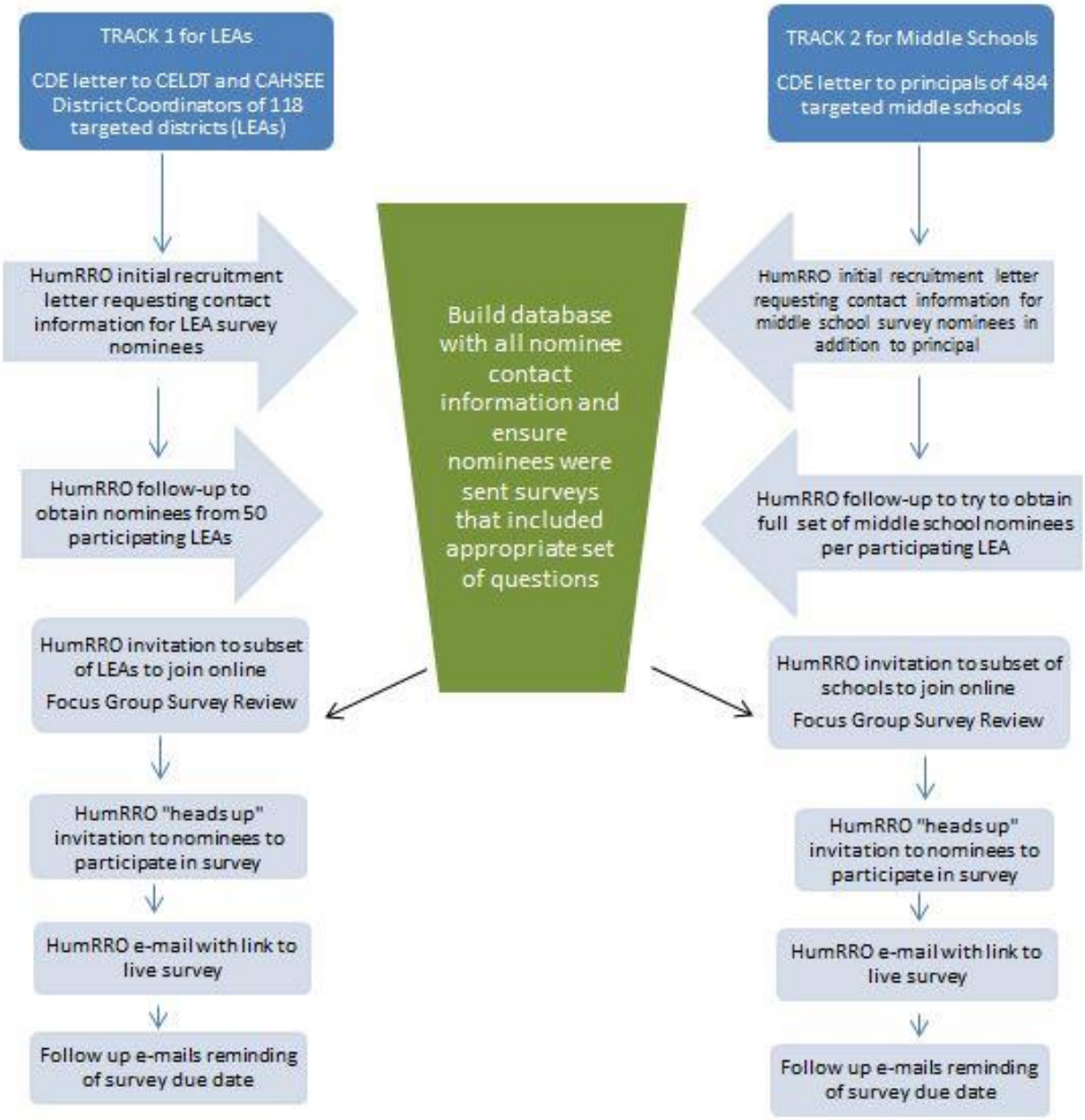


Figure 4.3. Process flow for survey recruitment communications.

HumRRO had aimed to include 50 LEAs and at least one middle school per LEA in the survey phase of this study. At the conclusion of recruitment in December 2013, we had exceeded the target in terms of numbers, as shown in Table 4.1; however, the middle school participants did not fully correspond to the LEA participants (see Table 4.4). HumRRO received 77 LEA nominees from 55 LEAs, and 310 nominees from 94 middle schools.

Table 4.1. Nominee Recruitment Response Rates

	Number of E-mail Addresses	Sample Size of Organization Type	Number of LEAs with Nominees	LEA Recruitment Response Rate	Number of Middle Schools with Nominees	Middle School Recruitment Response Rate
LEA		**117**	**55**	**47%**	**N/A**	**N/A**
CELDT DCs	370					
CAHSEE DCs	83					
Middle Schools		**484**	**42**	**N/A**	**94**	**19%**
Principals/Leaders	1,623					

Survey Development

HumRRO used the outcomes of phase one of the Middle School English Learner Study as well as additional research on CDE's ELD Standards Implementation Plan to inform development of five draft Web-based questionnaires, one for each type of nominee:

- LEA (District-level) EL coordinator
- Middle School principal or leader
- Middle School EL coordinator or ELD teacher
- Middle School English language arts teacher
- Middle School mathematics teacher

Each survey included questions addressing topics related to middle school English learners, customized to the point of view and role of the nominee type. Table 4.2 lists the major topics covered by the 53 unique survey questions. Table 4.3 indicates which topics were included in the questionnaire for each nominee type. All nominee types received 11 common questions. Most additional questions for each nominee type were also asked of at least one other nominee type. The total number of survey questions ranged from a low of 25 questions for LEA EL coordinators to a high of 41 questions for middle school EL coordinators or ELD teachers.

Table 4.2. Topics for Middle School English Learner Survey Questions

Topics and Subtopics for Survey Questions
Local Reclassification (RFEP) Criteria
ELD Program • ELD Standards contextual factors; class offerings and placement criteria; target class characteristics and instructional practices; recent changes in resources, policies, or programs
ELA Program • Class placement criteria; target class characteristics and instructional practices
Mathematics Program • Class offerings and placement criteria; target class and instructional practices
Professional learning opportunities
Familiarity with CAHSEE content
Respondent demographics

Most of the survey questions were in multiple-choice format, to reduce the time burden on the respondent; however, 14 rating scale questions and three open-ended questions were asked. During December 2013, HumRRO provided draft versions of the survey questions to CDE and requested feedback with particular attention to the following:

- Verification that the survey language aligned with the intent and language of the ELD Implementation Plan and with terminology for EL programs and services used by CDE
- Suggestions for any additional questions to ask respondents
- Identification of any questions considered not appropriate or of questionable value to our research goals

CDE provided several revisions to clarify information provided in the survey about CELDT and the new ELD standards, and suggested changes to response options for some survey questions. HumRRO incorporated the changes into an updated version of the survey.

Table 4.3. Survey Nominees and Question Topics

Survey Nominee	Topics and Subtopics for Survey Questions
All nominees	ELD Program • ELD Standards • Contextual factors Professional learning opportunities Demographics of respondents
LEA CELDT or ELD coordinator	Local Reclassification (RFEP) Criteria ELD Program • Class offerings • Recent changes in resources, policies, or programs Familiarity with CAHSEE content
MS principal	Local Reclassification (RFEP) Criteria ELD Program • Class offerings and placement criteria • Recent changes in resources, policies, or programs ELA Program • Class placement criteria • Observed teacher practices Math Program • Class offerings and placement criteria • Observed teacher practices Familiarity with CAHSEE content
MS EL coordinator or ELD teacher	Local Reclassification (RFEP) Criteria ELD Program • Class offerings and placement criteria • Target class characteristics • Specific instructional practices • Recent changes in resources, policies, or programs
MS ELA teacher	ELA Program • Class placement criteria • Target class characteristics • Specific instructional practices • Familiarity with CAHSEE content
MS mathematics teacher	Mathematics Program • Class offerings • Class placement criteria • Target class characteristics • Specific instructional practices • Familiarity with CAHSEE content

Focus Groups to Refine Content of Web-Based Survey

HumRRO recruited from the pool of survey nominees a small number of LEA and middle school educators to join focus groups to review the draft survey, using a Webinar format. During the focus group Webinars held in January 2014, HumRRO collected educators' comments about the clarity of survey directions and questions, the clarity and adequacy of response options, and the time involved to take the survey.

CDE staff joined one of the Webinars and afterwards provided important constructive comments to help HumRRO further refine the rating scales used for several survey questions. HumRRO summarized the comments from the focus group sessions, refined the content of the survey instruments, and provided another draft for CDE review. The focus group participants recommended that the survey be constructed to take no longer than 15 to 30 minutes for respondents to complete, and later confirmed that they could complete the questions on their survey in approximately that amount of time.

Web-Based Survey Administration

About a week prior to the survey launch, HumRRO e-mailed all nominees a message that described the purpose of the study, how they were nominated, the planned date for the link to survey to be sent, and a request to contact us if the survey respondent type they had been nominated for was not appropriate. On February 25, 2014, HumRRO e-mailed all nominees the link to their appropriate survey Web site, which was hosted on HumRRO's secure internal server. HumRRO sent two follow-up e-mail reminders to all nominees on March 7 and 18, 2014. We sent a final reminder on March 25 to nominees who had logged in to the survey but had not submitted responses. The survey Web sites were open for a total of four weeks to encourage the highest possible response rate.

During the survey administration period, HumRRO responded to telephone and e-mail inquiries about the study, including requests for the survey links to be resent, updates to nominee e-mail addresses, and technical assistance with the survey instrument itself.

Appendix A provides examples of e-mail communications sent by CDE and HumRRO to LEAs and middle school study participants. Appendix B presents a PDF version of the Web-based survey administered to Middle School EL Coordinators, as an example of how the survey appeared online to respondents. Appendix C provides a crosswalk of all survey questions to the survey for each nominee type.

Participating Local Education Agencies (LEAs)

HumRRO wishes to thank the representatives from the California LEAs and middle schools who participated in the MS EL Study—the CELDT coordinators and middle school leaders who nominated survey recipients, participants in the Web-based

focus groups, and respondents to the Web-based surveys. Without their commitment and involvement this study would not have been possible.

A complete list of the 71 LEAs from whom HumRRO obtained survey nominees is presented in Table 4.4. . For each LEA, the table indicates whether LEA or middle school nominee contact information was submitted during the recruitment process, and whether any survey responses were received. Asterisks mark LEAs from whom we received responses from both LEA and middle school educators. Figure 4.4 depicts the geographical distribution of these respondents.

Table 4.4. LEA and Middle School Nominees and Whether LEA or MS Survey Responses Were Received

LEA Name	LEA Nominee(s)?	LEA Survey Response(s) Received?	MS Nominee(s)?	MS Survey Response(s) Received?
Alum Rock Union Elementary	Yes	No	Yes	Yes
Alvord Unified*	Yes	Yes	Yes	Yes
Bakersfield City	No	No	Yes	No
Ceres Unified	Yes	Yes	No	No
Coachella Valley Unified	Yes	No	Yes	No
Coalinga-Huron Joint Unified*	Yes	Yes	Yes	Yes
Colton Joint Unified	No	No	Yes	No
Corona-Norco Unified*	Yes	Yes	Yes	Yes
Delano Union Elementary*	Yes	Yes	Yes	Yes
Desert Sands Unified*	Yes	Yes	Yes	Yes
Downey Unified	Yes	Yes	No	No
El Monte City Elementary	No	No	Yes	Yes
Elk Grove Unified	Yes	Yes	No	No
Fontana Unified	Yes	No	Yes	Yes
Franklin-McKinley Elementary	Yes	Yes	No	No
Fremont Unified*	Yes	Yes	Yes	Yes
Garden Grove Unified	No	No	Yes	No
Glendale Unified	No	No	Yes	Yes
Hawthorne*	Yes	Yes	Yes	Yes
Hayward Unified*	Yes	Yes	Yes	Yes
Hemet Unified*	Yes	Yes	Yes	Yes
Hollister	Yes	Yes	Yes	No
Inglewood Unified	Yes	No	No	No
Irvine Unified*	Yes	Yes	Yes	Yes
Jefferson Elementary	Yes	Yes	No	No
La Habra City Elementary	Yes	Yes	No	No
Lawndale Elementary	Yes	Yes	No	No
Lodi Unified	No	No	Yes	Yes
Lompoc Unified	No	No	Yes	Yes
Long Beach Unified	Yes	Yes	No	No
Los Angeles Unified*	Yes	Yes	Yes	Yes
Madera Unified	No	No	Yes	No
Milpitas Unified	No	No	Yes	No
Moreno Valley Unified*	Yes	Yes	Yes	Yes

* Survey responses received from LEA and at least one middle school.

Table 4.4. LEA and Middle School Nominees and Whether LEA or MS Survey Responses Were Received (continued)

LEA Name	LEA Nominee(s)?	LEA Survey Response(s) Received?	MS Nominee(s)?	MS Survey Response(s) Received?
Napa Valley Unified	Yes	No	Yes	No
Newport-Mesa Unified*	Yes	Yes	Yes	Yes
Norwalk-La Mirada Unified	Yes	No	No	No
Oakland Unified*	Yes	Yes	Yes	Yes
Ontario-Montclair Elementary	Yes	No	Yes	No
Petaluma Joint Union High	Yes	No	Yes	Yes
Orange Unified	Yes	Yes	Yes	No
Oxnard	Yes	No	Yes	No
Palm Springs Unified	No	No	Yes	Yes
Paramount Unified	Yes	No	No	No
Pittsburg Unified	Yes	No	No	No
Pomona Unified	No	No	Yes	Yes
Ravenswood City Elementary	Yes	No	No	No
Rialto Unified	Yes	No	Yes	Yes
Riverside Unified*	Yes	Yes	Yes	Yes
Sacramento City Unified	Yes	No	Yes	Yes
Saddleback Valley Unified	Yes	No	Yes	Yes
Salinas Union High	No	No	Yes	Yes
San Bernardino City Unified*	Yes	Yes	Yes	Yes
San Diego Unified*	Yes	Yes	Yes	Yes
San Francisco Unified	Yes	Yes	No	No
San Lorenzo Unified	Yes	No	Yes	Yes
San Marcos Unified	No	No	Yes	Yes
San Mateo-Foster City	Yes	Yes	No	No
San Ysidro Elementary	Yes	No	Yes	Yes
Santa Ana Unified	No	No	Yes	Yes
Santa Barbara Unified	Yes	No	No	No
Santa Maria-Bonita	Yes	No	No	No
Santa Rosa High	Yes	Yes	Yes	No
Sweetwater Union High	Yes	Yes	No	No
Tracy Joint Unified	Yes	Yes	No	No
Twin Rivers Unified	Yes	No	Yes	Yes
Val Verde Unified	Yes	Yes	No	No
Victor Valley Union High	Yes	No	No	No
West Contra Costa Unified*	Yes	Yes	Yes	Yes
Westminster Elementary	No	No	Yes	No
Whittier City Elementary	No	No	Yes	Yes

* Survey responses received from LEA and at least one middle school.

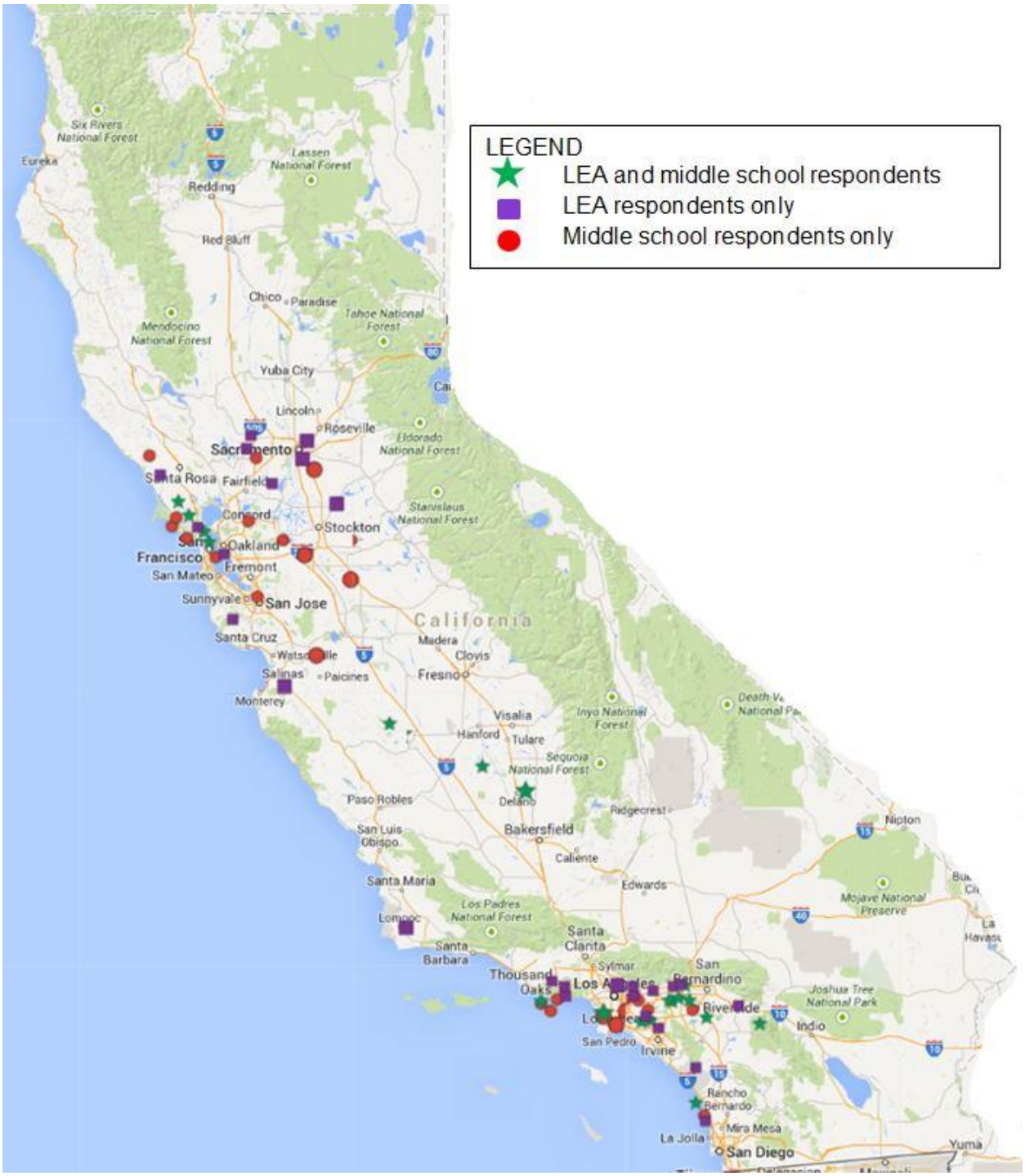


Figure 4.4. Geographical distribution of LEAs represented by survey respondents.

Responses to Survey

In evaluating the response rate of the survey, we analyzed the individual responses per survey type as well as the responses at the level of organization, LEA or middle school. As shown in Table 4.5, though we had just 117 individuals (38%) from middle schools respond to the survey; they represented 72 percent of the schools for whom we had obtained nominees. This reflects the fact that we did not receive responses to all survey types for each school, and in fact for most schools only one or two types of nominees submitted their responses. The highest response rate by nominee type was from LEA staff (51%). The 39 respondents from LEAs represented 62 percent of the LEAs for whom we obtained nominees.

Table 4.5. Survey Response Rates by Survey Type and Organization Level

Organization /Survey Type	Number Nominees	Number Respondents	Response Rate by Type	Number Respondents by Organization	Response Rate by Organization	Number LEAs Represented
LEA				**34**	**62%**	**34**
LEA EL Coordinators	77	39	51%			
Middle School (All Types)	**310**	**117**	**38%**	**68**	**72%**	**36**
Principals/Leaders	78	27	35%			
EL Coordinators/ELD Teachers	77	32	42%			
ELA Teachers	80	31	39%			
Math Teachers	75	27	36%			
Totals	387	156	40.3%			

To determine how our respondents related to specific LEAs, HumRRO analyzed survey data by County- District-School (CDS code). Though a total of 53 LEAs are represented in the survey data, only 18 LEAs are represented by educators at the LEA and middle school level. Table 4.6 presents summary counts, and Table 4.4 indicates by name the LEAs for which survey data included respondents from the LEA office, middle school(s), or both.

Table 4.6. Summary Count of LEAs Represented by Survey Respondents

Types of Survey Respondents	Number of LEAs Represented
Both LEA and Middle School (Any Survey Type)	18
Only LEA	16
Only Middle School (Any Type)	19
Total LEAs	53

Demographic Characteristics of Survey Respondents

All surveys included a small number of demographic questions, asking respondents about gender, ethnicity, highest degree received, and number of years in their current position at their organization. Table 4.7 indicates that about 79 percent of the respondents were female, about 36 percent were Hispanic, and about 69 percent held masters degrees. Almost 30 percent had been in their current position no more than two years, and about 44 percent had been in their position six or more years.

Table 4.7. Demographic Characteristics of All Survey Respondents (Questions 31, 32, 36, and 38)

Question	Response	Number (N=156)	Percentage
What is your gender?	Female	122	78.7
	Male	33	21.3
Race/Ethnicity. Mark all that apply.	American Indian or Alaskan Native	2	1.3
	Asian/ Pacific Islander	13	8.3
	Hispanic	56	35.9
	African American	9	5.8
	Caucasian	79	49.4
	Other	6	3.8
What is the highest degree you hold?	BA or BS	35	22.4
	MA or MS	107	68.6
	Ph.D. or Ed.D.	11	7.1
	Other (please specify)	3	1.9
How long have you been in your current position in this district/school?	Less than 1 year	19	12.2
	1–2 years	26	16.7
	3–5 years	43	27.6
	6–8 years	30	19.2
	9–11 years	14	9.0
	12–15 years	10	6.4
	More than 15 years	14	9.0

All surveys also asked respondents about the field of study for their bachelor's degree. Table 4.8 presents a summary of responses. Note that the limited list of response options resulted in 71 "Other" responses. HumRRO analyzed disaggregated responses by survey type, and found that 29 percent of ELA teachers and 12.5 percent of EL coordinators/ELD teachers were English majors, and 29.6 percent of mathematics teachers were math majors.

Table 4.8. Field of Study for Bachelor's Degree for All Survey Respondents (Question 37)

Question	Response	Number	Percentage
What was your major field of study for the bachelor's degree?	Other (please specify)	71	45.5
	Elementary Education	29	18.6
	English	19	12.2
	More than one response	14	9.0
	Math	11	7.1
	Secondary Education	6	3.8
	Bilingual Education	4	2.6
	ESL/Second Language Acquisition	2	1.3
	Total	156	100.0

The surveys for EL coordinators and teachers, who interact directly with students, included questions about language spoken other than English and years of experience teaching English learners. Almost 40 percent of respondents reported speaking no language other than English, but about 47 percent reported speaking Spanish. With regard to experience, over 70 percent of these respondents had six or more years of experience teaching EL students.

Table 4.9. Demographic Characteristics of EL Coordinators and ELA and Mathematics Teacher Respondents (Questions 33 and 35)

Question	Response	Number (N=90)	Percentage
Do you speak any language in addition to English? Mark all that apply.	Spanish	42	46.7
	Vietnamese	0	0
	Filipino	2	2.2
	Cantonese	0	0
	Mandarin	0	0
	Arabic	1	1.1
	No language other than English.	33	36.7
	Other	16	17.8
For how many years have you taught ELs, prior to the 2013-14 school year?	Less than 1 year	3	3.3
	1–2 years	7	7.8
	3–5 years	15	16.7
	6–8 years	21	23.3
	9–11 years	17	18.9
	12–15 years	9	10.0
	More than 15 years	18	20.0

The surveys for EL coordinators and teachers included a question about their teaching certifications. Almost half of the respondents reported having a single subject teaching credential, and about 43 percent reported having a multiple subject teaching credential. According to California's Commission on Teacher Credentialing (CTC), teachers of ELs who are providing instruction for English language development (ELD), specially designed academic instruction delivered in English (SDAIE), content instruction delivered in the primary language (Primary Language Development) must hold an appropriate document or authorization. For example, one of the current documents being authorized for ELD and SDAIE instruction is called the Crosscultural, Language and Academic Development (CLAD) Certificate. The Bilingual CLAD (BCLAD) certificate is an example of an authorization that meets the CTC criteria for ELD, SDAIE, and Primary Language Instruction but is no longer being issued. About 46 percent of the respondents reported having the CLAD Certificate or CLAD Emphasis, and about 24 percent reported having the BCLAD Certificate. About 3 percent of respondents reported having no certification but being bilingual.

Table 4.10. Teaching Certifications Held by EL Coordinators and ELA and Mathematics Teacher Respondents (Question 34)

Question	Response	Number (N=90)	Percentage
Indicate all current teaching certifications you hold.	Single subject teaching credential	44	48.9
	CLAD Certificate or CLAD Emphasis	41	45.6
	Multiple subject teaching credential	39	43.3
	BCLAD Certificate or BCLAD Emphasis	22	24.4
	Multiple or single subject teaching SB2042 credential	10	11.1
	Supplementary Authorization in English as a Second Language	8	8.9
	Multiple or single subject teaching credential with AB1059 English Learner Content	7	7.8
	Language Development Specialist (LDS)	5	5.6
	Bilingual Certificate of Competence (BCC)	4	4.4
	General Teaching	3	3.3
	I have no certification but am bilingual	3	3.3
	Education Specialist	2	2.2
	In training for Certificate of Completion of Staff Development	2	2.2
	National Board certification	2	2.2
	Bilingual Specialist	1	1.1
	SB1969 Certificate of Completion	1	1.1
	Limited Assignment Multiple Subject Teaching Permit	1	1.1
	Other	18	20.0

Survey Findings

The findings in this section are organized by the major topics addressed by the survey questions. Because different sets of questions were included on each type of survey in this study, the tables do not present questions in the order they were viewed by survey respondents. When a question number is included in a table title, it keys to the common question number in the survey crosswalk (Appendix C). Some findings will be described as further expanding on information initially gleaned from phase one of the study, telephone interviews with EL educators.

Because the numbers of respondents per survey type vary, it is critical for the reader to attend to the N counts when interpreting percentage values in the tables. In general, for questions that appeared on more than one survey (e.g., question was included in both LEA and principal survey), all responses will be combined into a single summary table in this chapter. The narrative accompanying the tables will indicate which surveys included the question reported.

Although the numbers are small, we believe these findings provide some important illustrations of the complexity of the English learner context in middle schools in California and the variety of approaches being taken with regard to local criteria for EL student eligibility for reclassification. They also give voice to the perceptions of current educators of middle school EL students as to class placement decisions for ELA, ELD, and mathematics courses; classroom instruction practices; and recent opportunities for professional development. The responses as a whole are descriptive of several key aspects of EL education currently taking place in middle schools across 37 LEAs, with respondents representing grades six through eight in the subject areas of ELD, ELA, and mathematics.

In a few cases where disaggregated responses to a question seem noteworthy, one or more tables presenting responses by survey type (e.g., ELA teacher, math teacher) will also be presented. HumRRO provided CDE with tables of frequency distributions aggregated for all responses and disaggregated by survey type, for all questions administered in all five Web-based surveys.

Findings from ELD Program Questions

Most survey questions about ELD programs were asked only of middle school principals, EL coordinators/ELD teachers, and ELA teachers. However, all respondents were asked about their familiarity with the new ELD standards and California's implementation plan for them. A critical goal of the implementation plan is to provide ELs with meaningful access to grade-level academic content via appropriate instruction.

As shown in Table 4.11, only 5 percent of respondents were not at all familiar with the new ELD standards, and more than 35 percent reported a great or very great familiarity with them. Table 4.12 reveals that fewer respondents (about 13%) reported great or very great familiarity with the implementation plan. Most respondents reported

moderate familiarity with the new ELD standards and with the implementation plan (45.5% and 48.1%, respectively).

Table 4.11. Familiarity with New 2012 California English Language Development Standards (Question 1)

To what extent are you familiar with the California English Language Development Standards adopted by the State Board of Education in November of 2012?	Number of Respondents	Percentage of Respondents
Not at all	8	5.1
Slight extent	22	14.1
Moderate extent	71	45.5
Great extent	44	28.2
Very great extent	11	7.1
Total	156	100.0

Table 4.12. Familiarity with the Implementation Plan for the California English Language Development Standards (Question 2)

To what extent are you familiar with the California Department of Education's Implementation Plan for the California English Language Development Standards?	Number of Respondents	Percentage of Respondents
Not at all	25	16.0
Slight extent	35	22.4
Moderate extent	75	48.1
Great extent	18	11.5
Very great extent	3	1.9
Total	156	100.0

One finding of phase one of the MS EL Study was that many factors relate to – and interrelate with – EL student success. Interviewees cited a variety of particular programs and resources undertaken at their LEAs or schools to promote EL student achievement and academic progress, and mentioned other contextual factors that challenged progress. For this reason, surveys for all respondents included a question to investigate how educators viewed eight specific contextual factors as influencing learning opportunities of middle school EL students.

As shown in Table 4.13, the factor most often selected as enhancing opportunities to learn was students' engagement and participation in school (79.1%), followed closely by instructional program offerings (78.2%) and intervention and remediation programs (73.7%), with most of the other factors also rated as having the

ability to enhance opportunities rather than constrain them. The educators appear to have an overall optimistic view of the current context for middle school English learners in their schools and districts. Only one of the factors, parental or community input or preferences, was rated by more than 10 percent of respondents as constraining opportunities to learn. Several other contextual factors were specified by respondents as enhancing learning opportunities of middle school ELs, including teacher training, support, newcomer English, and attendance.

Table 4.13. Influence of Contextual Factors on Learning Opportunities of Middle School EL Students (Question 3)

How does each of these contextual factors influence learning opportunities of middle school ELs in your district/school?	Percentage of Respondents (N = 156)			
	N/A	Constrains Opportunities to Learn	Little or No Influence	Enhances Opportunities to Learn
Students' engagement/participation in school	0.7	6.5	13.7	79.1
Instructional program offerings	0.6	9.6	11.5	78.2
Intervention and remediation programs	1.3	9.0	16.0	73.7
Implementation of CCSS	1.9	7.1	21.3	69.7
Intervention and remediation policies	0.6	9.7	20.1	69.5
Intervention and remediation resources	1.3	9.7	21.9	67.1
New CA ELD Standards	8.4	4.5	26.5	60.6
Parental or community input or preferences	3.9	11.0	32.9	52.3

The surveys asked principals, EL coordinators and ELA teachers several questions about the placement of EL students into ELD and ELA classes. As shown in Table 4.14, students' most recent CELDT scores and basic English skills test scores were the inputs rated by the most respondents (75.3% and 66.3%, respectively) as having major importance in determining ELD and ELA class placement. About 80 percent of respondents reported that the number of years a student has been in a US school and students' course grades from prior terms have moderate to major importance in class placement decisions. Several other inputs for class placement decisions were specified by respondents, including STAR assessments (Renaissance Learning products), IDEA Proficiency Tests (IPT, published by Ballard & Tighe), and ELD frameworks.

Table 4.14. Importance of Inputs When Determining EL Student Placement into ELA and ELD Classes (Question 4)

How much importance is given to each of these inputs when determining EL student placement into ELA and ELD classes in your school?	Percentage of Respondents (N= 89)			
	N/A	Minor Importance	Moderate Importance	Major Importance
Most recent CELDT IA/AA scores	1.1	2.2	21.3	75.3
Most recent performance on statewide assessment of basic skills in English	1.1	5.6	27.0	66.3
Number of years in US schools	3.4	16.9	36.0	43.8
ELA course grade from prior term	3.4	21.3	38.2	37.1
ELD course grade from prior term	8.0	20.5	39.8	31.8
LEA-specific assessment	10.1	19.1	43.8	27.0
Teacher consultation	6.7	23.6	39.3	30.3
Class size	7.9	30.3	37.1	24.7
Master course schedule	9.1	30.7	30.7	29.5
Student consultation	10.1	32.6	42.7	14.6
Parent consultation	10.1	43.8	29.2	16.9

Another finding from the phase one interviews with EL educators was that schools varied in how often EL student placement into ELD and ELA courses was determined, or re-evaluated. The testing window of the CELDT annual assessment is July through October, meaning prior year results would need to be used for course placement decisions made at the start of the school year in the fall, but current year CELDT results could be used for mid-year decisions. The testing window for ELA and mathematics CSTs used to be in the spring, allowing those results to be used as inputs to the fall placement decisions.

The most common survey response regarding frequency of EL student class placement decisions was that decisions are made twice a year (40.6%) as shown in Table 4.15. A substantial 34 percent of respondents indicated that placement decisions were made more than twice a year, and 25 percent reported making decisions just once a year. When asked who had the lead responsibility for making course placement decisions, 47 percent of respondents indicated this was the school-based EL coordinator or specialist, as shown in Table 4.16. Other leaders for course placement decisions identified by respondents included ELD teacher specialist and collaborative efforts between the ELD teacher and English chair (4 respondents), ELL coordinator and school counselor, and the assistant principal and EL site coordinator.

Table 4.15. Frequency of Decision Making for ELA and ELD Class Placement (Question 5)

How often are decisions typically made or reevaluated regarding placement of EL students into ELA and ELD classes in your school?	Number of Respondents	Percentage of Respondents
Twice a year - prior to start of fall semester and at one other time	36	40.6
More than twice a year	36	34.4
Once a year - prior to start of fall session only	17	25.0
Total	89	100.0

Table 4.16. Lead Staff Member for ELA and ELD Class Placement Decisions (Question 6)

Who is typically the lead staff member responsible for final ELA and ELD course placement decisions?	Number of Respondents	Percentage of Respondents
School-based EL coordinator or specialist	41	46.6
School principal or other leader	26	29.5
School counselor	7	8.0
Other (please specify)	7	8.0
Student's most recent ELA teacher	6	6.8
Student's most recent ELD teacher	1	1.1
Total	88	100.0

The number of EL students with differing levels of English language proficiency poses challenges to schools trying to configure appropriate courses. From the phase one interviews, we learned that students of various grades are grouped into a variety of combinations of classes. In phase two, the survey asked LEA EL coordinators, middle school principals, and middle school EL coordinators to indicate the ELD classes offered to each grade level of EL students.

Table 4.17 summarizes responses to this question, with each grade level (column) indicating the percentage of respondents who reported that ELD class was provided to EL students at their district or school. The most common course offering for grade seven and grade eight students was a combination ELD 1–2 course (51%), and ELD 1 was the second most offered course for grade seven students (41.8%). It is apparent from the table that, at every middle school grade level, ELD course needs for EL students range from New Arrivals (just arrived in a US school) to Advanced level, although school-level offerings can't be determined from the data in the table.

The "Other" ELD classes provided to middle school EL students, as described by respondents, were full inclusion with support, Academic Language Development, Read 180 Program, Scholastic System 44 foundational reading program, ELD Instruction, Combination ESL 1 and 2, and Sheltered.

Table 4.17. ELD Classes Provided, by Grade (Question 7)

What ELD classes (by CELDT level) are provided to EL students in your district/school? (Mark all classes available per grade.)	Percentage of Respondents (N = 98)		
	Grade 6	Grade 7	Grade 8
New Arrivals Class	24.5	30.6	29.6
ELD 1 Beginning	27.6	41.8	39.8
ELD2 Early Intermediate	26.5	37.8	37.8
ELD3 Intermediate	26.5	38.8	38.8
ELD4 Early Advanced	17.3	27.6	26.5
ELD5 Advanced	13.3	22.4	23.5
Combination ELD 1-2	36.7	51.0	51.0
Combination ELD 1-3	21.4	30.6	30.6
Combination ELD 2-3	17.3	26.5	26.5
Combination ELD 3-4	21.4	29.6	29.6
School does not include students at this grade	5.1	0.0	0.0
I'm not in a position to answer	2.0	2.0	2.0
Other (please specify)	6.1	7.1	8.2

Explanation of table contents: Line 1 shows that 24.5 percent of respondents report that their district or school provides a New Arrivals Class to grade six EL students, 30.6 of respondents report that they provide a New Arrivals Class to grade seven EL students, and 29.6 percent of respondents report that they provide a New Arrivals Class to grade eight students.

Table 4.18 presents responses from middle school principals and EL coordinators regarding the typical length of an ELD course at their school. Most respondents reported classes less than 60 minutes long, though about 17 percent indicated classes between 60 and 90 minutes.

Table 4.18. Typical Duration of ELD Course, in Minutes (Question 8)

What is the typical length of an English language development (ELD) course at your school, in average daily minutes?	Number of Respondents	Percentage of Respondents
Less than 30 minutes	4	6.8
30–44 minutes	7	11.9
45–59 minutes	33	55.9
60–90 minutes	10	16.9
More than 90 minutes	3	5.1
I'm not in a position to provide an answer	2	3.4
Total	59	100.0

Findings from RFEP Questions

A series of questions about local RFEP policies and procedures were included on the LEA EL coordinator, middle school principal, and middle school EL coordinator surveys to collect data about how local reclassification decisions are made. The *California Education Code* Section 313(f)(1) reclassification criteria were stated earlier in this chapter, and bear repeating in this section to facilitate interpretation of survey responses. The law states that "multiple criteria must be used to determine whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to *EC* Section 60810 (i.e., the CELDT).

2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.

3. Parental opinion and consultation.

4. Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English."

Each local educational agency (LEA) is responsible for establishing its own local reclassification procedures, including, but not limited to, these four criteria. The SBE provides clarifying guidelines to help LEAs apply each criterion. For the primary criterion for reclassification, English language proficiency or "the CELDT criterion," the SBE guidelines recommend that a student be considered eligible for reclassification if he or she scores Early Advanced or higher on the CELDT overall OR scores in the upper end of the Intermediate level, if additional measures determine the likelihood that a student is proficient in English, AND if the student also scores Intermediate or higher on each CELDT domain.

The first RFEP survey question addressed the local CELDT criterion. To interpret Table 4.19, read across a row to find what percentage of the respondents indicated a given performance level, either overall or in a particular domain, as the minimum required for EL students to satisfy the local CELDT reclassification criterion. Note that about 87 percent of the respondents indicated that their local minimum CELDT overall score was Early Advanced, which aligns with the guidelines; however, local requirements were more stringent on the domain scores, with slightly more than half (52% to 53%) having a minimum of Early Advanced rather than Intermediate. Thirteen percent of respondents said their LEA had no minimum CELDT Comprehension score requirement, but 54.3 percent required an Early Advanced score.

Table 4.19. Local Criteria for Minimum CELDT Scores for RFEP Eligibility (Question 10)

What minimum CELDT performance levels must middle school EL students in your LEA achieve to be considered for reclassification as fluent English proficient?	Percentage of Respondents (N = 92 to 97)			
	No Minimum	Intermediate	Early Advanced	Advanced
CELDT Overall	0	3.1	86.6	10.3
CELDT Comprehension (Listening+Reading)	13.0	28.3	54.3	4.3
CELDT Speaking	0	44.1	52.7	3.2
CELDT Reading	0	44.1	51.6	4.3
CELDT Writing	0	44.1	51.6	4.3
CELDT Listening	0	44.6	52.2	3.3

Explanation of table contents: Line 1 shows that 3.1 percent of respondents report that their district or school requires students to achieve a CELDT Overall score of Intermediate to be considered for reclassification, 86.6 percent require an Early Advanced score, and 10.3 percent require an Advanced score.

The phase one interviews revealed that some LEAs employ additional reading comprehension or writing assessment criteria to help inform the reclassification decision. Among the survey respondents, about 46 percent reported that no local assessments were involved, as shown in Table 4.20. Local reading comprehension and writing assessment criteria were reported by about 20 and 16 percent of respondents, respectively.

Table 4.20. Additional Local Assessment Criteria for RFEP Eligibility (Question 11)

Is there a local assessment criterion that ELs in your LEA must meet this school year to be considered for reclassification as fluent English proficient?	Number of Respondents	Percentage of Respondents
No	44	45.8
Yes, local or school based reading comprehension assessment	19	19.8
Yes, local or school based writing assessment	15	15.6
Other (please specify)	18	18.8
Total	96	100.0

Among the “Other” responses, one respondent noted that there is an alternative reclassification process for students with disabilities in his or her district. The other 17

respondents who specified “Other” local assessment criteria for RFEP eligibility identified the following types of assessments; each type was identified by only one respondent unless otherwise noted:

- School-based writing and reading assessments (4 respondents)
- ELA class grades (4 respondents)
- Local ELA Benchmarks (3 respondents)
- ELA CST Blueprint-aligned assessments
- ADEPT (A Developmental English Proficiency Test) assessments
- ORF (Oral Reading Fluency) assessments
- Writing Benchmark Assessments
- Teacher checklists
- North West Education Assessments
- Other writing assessments

The second criterion addressed in the SBE guidelines for reclassification is teacher evaluation. Among the survey respondents, as shown in Table 4.21, about 77 percent reported that the local teacher evaluation criterion included the student’s most recent ELA course grade, and about 61 percent said it included a specific teacher recommendation based on academic performance. According to about 28 percent of respondents, mathematics grades were included in the teacher evaluation criterion.

Table 4.21. Local Teacher Evaluation Criteria for RFEP Eligibility (Question 13)

What teacher evaluation criteria must be met by ELs to be designated RFEP in your district? (Mark all that apply.)	Number of Respondents	Percentage of Respondents (N=98)
Most recent ELA course grade	75	76.5
Specific teacher recommendation based on academic performance	60	61.2
Progress on ELA formative assessments	44	44.9
Most recent ELD course grade	42	42.9
Most recent mathematics grade	27	27.6
Progress on mathematics formative assessments	14	14.3
Other (please specify)	11	11.2

Of the 11 respondents who marked the “Other” option, the following local teacher evaluation criteria for RFEP eligibility were specified; each criterion was identified by only one respondent unless otherwise noted:

- Teacher checklists
- SOLOM [Student Oral Language Observation Matrix] (2 respondents)

- Both ELA and another core subject grade must be a C- or better
- All A's, B's and C's in core classes

The third criterion addressed in the SBE guidelines for reclassification calls for local policies and procedures regarding parental opinion and consultation in the RFEP process. Among the survey respondents, Table 4.22 reveals the majority (68.4%) reported that local parent input includes collection of a written signature on the RFEP decision, and nearly half (49%) that it includes a private in-person consultation.

Table 4.22. Local Parent Input into RFEP Decision (Question 14)

How do your middle school or LEA staff typically collect parent input about the decision to designate an EL as RFEP? (Mark all that apply.)	Number of Respondents	Percentage of Respondents (N=98)
Written signature on RFEP decision	67	68.4
Private in-person consultation	48	49.0
Private telephone call consultation	41	41.8
Group consultation with school staff	29	29.6
Other (please specify)	6	6.1

Of the six respondents who marked the “Other” option, the following other local methods for collecting parent input to the RFEP decision were specified; each method was identified by only one respondent:

- Letter to parents
- Individual meetings by request
- No data collected
- Parent committee meetings

The fourth and final criterion addressed in the SBE guidelines for reclassification is the “comparison of performance in basic skills, against an empirically established range of performance in basic skills.” More specifically, the guidelines state that “A student’s score on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) in the range from the beginning of the Basic level up to the midpoint of the Basic level suggests that the student may be sufficiently prepared to participate effectively the curriculum and should be considered for reclassification. The LEAs may select a cut point in this range.” For both the CST for ELA and the CMA for ELA, the beginning Basic scale score is 300, and the beginning Proficient scale score is 350; the midpoint is therefore 325.

Among the survey respondents, as shown in Table 4.23, about 59 percent reported that the local minimum CST ELA score was 325, or the midpoint of the Basic range. About 32 percent reported 300, or the beginning of the Basic range, as the minimum score. Less than 10 percent of respondents indicated minimum scores

between the beginning and midpoint of Basic scores. Similar minimums were reported for the CMA ELA assessment.

Table 4.23. Local Criteria for Minimum 2013 CST and CMA ELA Scores for RFEP Eligibility in 2013−14 (Question 12)

What is the minimum score for basic skills in English that EL students in your LEA must meet this year to be considered for reclassification as fluent English proficient?	Percentage of Respondents (N = 84 to 90)			
	Scale Score			
	300	305-315	320	325
Minimum 2013 CST ELA Score	32.2	3.3	5.6	58.9
Minimum 2013 CMA ELA Score	34.5	3.6	8.3	53.6

In practice, there is a 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 (possible reduced access to core curriculum). The surveys asked respondents their opinion about their local RFEP policies and procedures. Table 4.24 shows the majority of respondents (63.3%) believe their reclassification policies are about right, though almost 30 percent believe they are somewhat or too rigorous, and about 7 percent believe they are somewhat or too lenient.

Table 4.24. Respondents' Opinion of Local Policies and Procedures for RFEP Decision (Question 15)

In your opinion, how appropriate are your local policies and procedures in reclassifying English learners as fluent English proficient?	Number of Respondents	Percentage of Respondents (N=98)
Too lenient	4	4.1
Somewhat lenient	3	3.1
About right	62	63.3
Somewhat rigorous	27	27.6
Too rigorous	2	2.0
Total	98	100.0

"Long-Term English Learner" (LTEL) is a concept with varying meanings to educators, but it was defined by law in California in 2012 as applicable to students who meet any of the following criteria:

- Enrolled in schools in the United States for more than six years

- Remained at the same English language proficiency level for two or more consecutive years as determined by the CELDT, or any successor test

- Scored far below basic or below basic on the English–language arts standards-based achievement test, or any successor test

Our phase one interviews revealed that some middle schools are addressing LTELs with specific policies and programs. For example, one LEA writes a catch-up plan for each LTEL to specify the particular interventions, such as summer school or participation in READ180, to assist the student in moving beyond the point of stagnation to RFEP. Among survey respondents, as shown in Table 4.25, about two thirds (67%) reported having no local policy or program in place specifically to encourage reclassification of LTELs, but one third does.

Table 4.25. Local Policy for Encouraging Reclassification of Long Term English Learners (LTELs) (Question 16)

Is there a local policy or procedure in place specifically to encourage reclassification of middle school Long Term English Learners (LTELs)?	Number of Respondents	Percentage of Respondents (N=97)
No	65	67.0
Yes (please describe)	32	33.0
Total	97	100.0

We conducted a content analysis of the descriptions provided by “Yes” respondents and identified five discrete types of policies and procedures that were described, with some respondents describing more than one type. A summary of our analysis, including the number of respondents who noted each policy or procedure, is presented in Table 4.26.

Table 4.26. Descriptions of Local Policies and Procedures to Encourage Reclassification of LTELs (Question 16, Yes Respondents Only)

Types of Policies and Procedures	Descriptions of Local Policies and Procedures to Encourage Reclassification of LTELs	Number of Respondents (N=32)
Monitoring/Goal Setting	Specific action plans are designed to help ELs make progress toward reclassification, or additional local testing is conducted to monitor EL progress.	14
Additional instructional offering(s)	Tutoring, academic interventions, or specific instructional courses are offered to expedite EL progress toward reclassification	11
Student/Parent Meetings	Student and parents are met with to discuss reclassification. Many of these meetings involve discussion of test results, grades, and other academic progress.	10
Additional RFEP Criteria	Students can reclassify based on additional RFEP criteria such as Social Studies and Science grades.	2

The issue of LTELs is an important one for middle school educators in particular, with grade six EL students who have been in US schools for six years meeting one of the key LTEL definitional criteria. All surveys, therefore, included an open-ended question to obtain suggestions from the field about improving outcomes for LTELs:

> **"Do you have any suggestions for more efficiently utilizing middle school resources to help LTEL students progress to RFEP status while achieving satisfactory academic progress?"**

We received 90 responses to this question; over a third of the respondents were LEA educators (32), and the remainder were middle schools educators. We conducted a content analysis of these responses to examine and identified seven discrete categories of suggestions that were offered. Table 4.27 presents a summary of our analysis, including the number of respondents who described a suggestion related to each category.

Table 4.27. Suggestions for Improving LTELs Progress Toward RFEP Status (Question 30)

Category of Suggestion	Brief Descriptions of Suggestions	Number of Respondents (N=90)
Provide more/different resources	A variety of resources were cited as having the potential to improve LTEL's academic progress, including more access to technology, instructional assistants, teachers, and books. English teachers were especially interested in lowering the number of students in their classes with LTEL students.	25
Provide a particular program, class, or way of teaching	Suggestions included more instructional time, interdisciplinary support programs, providing the AVID Excel program, and improving the curricula of LTELs to better meet their needs.	21
Enhance or expand professional development	Educators cited the need to improve teacher knowledge, skills, and abilities related to serving LTELs. Suggestions included providing access to content related to interpreting assessment data and grouping students.	20
Improve parent participation	Respondents commented that parents should be more involved with LTELs' school work. Sample suggestions include improving parent awareness of the RFEP process, increased frequency of parent meetings, and providing parent ESL classes.	14
More or better monitoring	Suggestions included improving the oversight of ELs in elementary school and improved flagging within data management software.	13
More or better collaboration or communication	Comments related to sharing best practices, communicating more with parents, and increased sharing of insights between teachers.	11
Improve student participation/motivation	Suggestions related to encouraging students to attend after-school classes, to participate more in class, and to read more outside of school.	5

Findings from Professional Development Questions

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. One of these components is collaboration and professional development. In phase one of this study, educators named or described many different professional learning opportunities offered to them or mandated by their LEAs and middle schools. Some examples of professional development were copyrighted and purchased programs, and others were locally developed; some programs were rigorously implemented and others were informally being tried out.

In phase two of this study, all survey respondents were asked two questions about professional learning opportunities. Rather than determining participation in specific programs by name, the purpose of the questions was to collect information about educators' frequency of engagement in different types of activities and the degree of emphasis on topics that relate strongly to EL needs. Both survey questions used the time frame of June 2013 through the time of survey responses (February to March, 2014). Table 4.28 reveals a wide range of engagement in the six types of professional learning opportunities listed in the surveys and rank-ordered here by ratings of highest frequency (once a week or more). Most opportunities were engaged in at a similar frequency of once or twice total or once or twice a month. Several opportunities were engaged in once a week or more: individual professional development (14.9%), a collaborative effort of some kind (13.1%), and mentoring or coaching others for EL instruction (11%).

Table 4.28. Frequency of Engagement in Professional Learning Opportunities for the Purpose of Serving ELs (Question 28)

Since June 1st of 2013, about how often have you engaged in each of these professional learning opportunities for the purpose of serving ELs?	**Percentage of Respondents (N = 153 to 155)**			
	Never	Once or twice, total	Once or twice a month	Once a week or more
Individual professional development activity	14.9	38.3	31.8	14.9
Teacher study groups, networks, or collaboratives	19.0	35.9	32.0	13.1
Mentoring/coaching others for EL instruction	29.7	29.7	29.7	11.0
Receiving coaching/mentoring for EL instruction	36.6	34.6	24.2	4.6
School-provided professional development activity	20.3	41.8	34.6	3.3
LEA-provided professional development activity	18.1	56.1	22.6	3.2

Eight respondents specified "Other" professional learning opportunities they had engaged in for the purpose of serving ELs, beyond the options listed. These included coaching and collaborative learning, Sheltered Instruction Observation Protocol (SIOP) training, EL coach supervision, Webinars, TESOL Certificate program, and teacher reflections.

Survey respondents were asked to rate the degree of emphasis placed on specific topics across all of their professional development activities since June 1, 2013. Table 4.29 presents the topics rank ordered by the percentage of respondents who reported "major" emphasis. The two topics rated as receiving major emphasis by the most respondents (58.3% and 47.4%, respectively) were the CCSS standards for ELA/Literacy and the CCSS standards for mathematics. Although the "not applicable" option for the CCSS mathematics standards was selected by 22.1 percent of respondents, the disaggregated tables reveal that the majority of these were EL coordinators or ELA teachers and not mathematics teachers. Other topics rated by respondents as having major emphasis were improving student engagement (38.5%), aligning instruction to curriculum (36.5%), and applying research-based methods of teaching EL students (26.9%).

Table 4.29. Degree of Emphasis on Topics in Professional Development Activities (Question 29)

Considering all of your professional development activities since June 1, 2013, how much emphasis was placed on the following topics?	**Percentage of Respondents (N= 153 to 156)**			
	N/A	Minor	Moderate	Major
CCSS ELA/Literacy standards	7.1	10.3	24.4	58.3
CCSS Mathematics standards	22.1	13.6	16.9	47.4
Improving student engagement	3.2	22.4	35.9	38.5
Aligning instruction to curriculum	6.4	21.2	35.9	36.5
Applying research-based methods of teaching EL students	10.3	30.1	32.7	26.9
Using technology to support student learning	5.8	31.8	35.7	26.6
State or district assessment	7.7	24.4	42.9	25.0
Adapting instruction to individual differences in student learning	7.7	31.6	37.4	23.2
Improving outcomes for LTELS	12.3	36.8	31.0	20.0
Supporting academic content standards with ELD standards for ELs	7.1	37.8	35.3	19.9
CA ELD standards	9.0	38.5	35.3	17.3
Developing curriculum and materials for ELs	12.2	38.5	34.0	15.4
Using multiple measures for EL assessment	18.3	40.5	26.8	14.4
Cross-cultural communication and understanding	21.2	48.7	19.9	10.3
Studying how children learn a second language	36.8	43.9	12.9	6.5
Shadowing experienced teachers	35.9	40.4	18.6	5.1
In-depth study of a specific area in second language teaching or learning	33.5	43.2	20.0	3.2

Two respondents specified “Other” professional development topics and rated them as having a moderate emphasis: testing and evaluation, close reading, and shadowing students.

General Findings from Target Class Questions

ELD, ELA, and mathematics teacher surveys included a set of 12 questions designed to capture details about a “target class.” The target class concept has been successfully used in other surveys, such as the Surveys of Enacted Curriculum©[16], as a way to help teachers anchor their responses to a particular group of students rather than to a theoretical or “average” group of students taught in a given school day. Directions to respondents were as follows:

> “For the following questions we want you to think about a specific class you teach that includes EL students. If you teach only one class with ELs, this will be your target class. If you teach more than one class with ELs, please select one particular class that will be your "target class" and will serve as the basis for your responses. Please select as your target class the one you consider most useful for you to reflect/report on. If you are a mentor teacher, please answer these questions with one of the teachers you serve in mind.”

Table 4.30 indicates that a total of 78 educators (67 classroom teachers and 11 mentor teachers or instructional coaches) responded to the series of target class questions. Those who replied “I do not have a target class” to this question were not presented the remaining target class items.

Table 4.30. Point of View of Respondents to Target Class Questions (Question 17)

I will be answering the target class questions from the point of view of the…	Number of Respondents	Percentage of Respondents
Classroom teacher	67	74.4
Mentor teacher or instructional coach	11	12.2
I do not have a target class.	12	13.3
Total	90	100.0

[16] “The purpose of this site is to encourage teacher reflection and conversation about classroom practice and instructional content.” Surveys of Enacted Curriculum©, The Wisconsin Center for Education Research, https://secure.wceruw.org/seconline/secWebHome.htm

Table 4.31. Content Areas of Target Classes, by All Respondents (Question 18)

What is the content area that you teach your target class?	Number of Respondents	Percentage of Respondents
ELD	26	33.3
ELA	25	32.1
Mathematics	27	34.6
Total	78	100.0

Of the EL coordinator/ELD teacher respondents to target class questions, a majority (66.7%) chose a class for which they taught ELD content. Of the ELA teacher respondents, a majority chose a class for which they taught ELA content (61.3%). All but one of the mathematics teacher respondents chose a class for which they taught mathematics content.

Table 4.32. Content Areas of Target Classes, by Respondent Type (Question 18)

Respondent Type	**What is the content area that you teach your target class?**	Frequency	Percent
EL Coordinator/ELD Teacher	ELD	14	66.6
	ELA	6	28.6
	Mathematics	1	4.8
	Total	21	100.0
ELA Teacher	ELD	11	35.5
	ELA	19	61.3
	Mathematics	1	3.2
	Total	31	100.0
Math Teacher	ELD	1	3.8
	Mathematics	25	96.2
	Total	26	100.0

Target class respondents taught the full range of middle school grades, though a higher proportion taught grade eight students (48.7%) than taught grade seven (39.7%) or grade six (11.5%). Looking at the disaggregated responses in Table 4.33, a higher proportion of ELD teacher respondents taught grade six target classes than ELA or mathematics teacher respondents did.

Table 4.33. Grade Level of Target Classes (Question 21)

Respondent Type	**What is the grade level of most of the students in the target class?**	Frequency	Percent
All	6	9	11.5
	7	31	39.7
	8	38	48.7
	Total	78	100.0
ELD teacher	6	5	23.8
	7	9	42.9
	8	7	33.3
	Total	21	100.0
ELA teacher	6	2	6.5
	7	11	35.5
	8	18	58.1
	Total	31	100.0
Math Teacher	6	2	7.7
	7	11	42.3
	8	13	50.0
	Total	26	100.0

To learn about class size and to address the realities that some EL students also have disabilities and some classes span several grade levels, we asked teachers to provide an estimate of how many EL students at each grade level in their target class had Individual Education Plans (IEPs) and how many did not. Because most target classes included students in more than one grade, the response pattern was difficult to interpret as to the total number of students or number of students with an IEP per target class. Instead, Table 4.34 uses the grade level of most students in the target class (the response to question 21) as an organizer for a summary of responses to how many EL students in that grade had an IEP. A clear majority of target classes by grade level include at least one EL student who has an IEP, ranging from 67.8 percent for grade seven to 87.5 percent for grade 6. Overall, 75.6 percent of the target classes included at least one EL student with an IEP.

Table 4.34. Estimates of EL Students in Target Classes Who Have Individual Education Plans (Question 22)

		To the best of your knowledge, how many EL students at each grade level in your target class have or do not have an IEP?	
		At Least One Student Has IEP	
Grade Level of Most Students in Target Class	Number of Respondents	Number of Respondents	Percent of Respondents
Grade 6	8	7	87.5
Grade 7	31	21	67.8
Grade 8	38	31	81.6
Total	77	59	75.6

Explanation of table contents: Line 1 shows that of the 8 respondents who reported that grade 6 was the grade level of most of the students in their target class, 7 of these respondents reported at least one student in the target class had an IEP, and this represented 87.5 percent of this respondent group.

ELA and math teachers were asked to provide an estimate of the EL student achievement level in their target class. Tables 4.35 and 4.36 present the results to these questions, with a majority (67.7%) of ELA teachers indicating EL students were two years below grade level while only 24 percent of math teachers indicated a majority of their students were two years behind. Nearly 13 percent of ELA teachers indicated that most of their students were about or above grade level, while 20 percent of math teachers said their students performed about or above grade level.

Table 4.35. Grade Level Performance of EL Students in ELA Target Classes (Question 51)

At what grade level do most of the EL students in this target class perform, in the content area of the class?	Number of Respondents	Percentage of Respondents
About or above grade level	4	12.9
About one year below grade level	6	19.4
About two or more years below grade level	21	67.7
Total	31	100.0

Table 4.36. Grade Level Performance of EL Students in Mathematics Target Classes (Question 51)

At what grade level do most of the EL students in this target class perform, in the content area of the class?	Number of Respondents	Percentage of Respondents
About or above grade level	5	20.0
About one year below grade level	14	56.0
About two or more years below grade level	6	24.0
Total	25	100.0

One target class question was designed to capture educator practices with regard to providing EL students with different instructional settings — individual, pair, and group. As shown in Table 4.37, most respondents rated working with one or more students as the setting where students spend a moderate to majority of their time, and working individually as the instructional setting where students spend the least amount of time.

Table 4.37. Estimate of Time ELs in Target Class Spent in Various Instructional Settings (Question 23)

About how much time do ELs in the target class spend in each of the following instructional settings, per week?	**Percentage of Respondents (N = 77 to 78)**			
	Little (< 10% of time)	Some (11-25% of time)	Moderate (26-50% of time)	Majority (> 90% of time)
Partnering with one other student	3.8	33.3	42.3	20.5
Working collaboratively in small groups	10.4	32.5	36.4	20.8
Watching and listening to teacher demonstrations or explanations	7.7	41.0	39.7	11.5
Participating in whole class discussions	14.1	55.1	24.4	6.4
Working individually	32.1	42.3	23.1	2.6

Explanation of table contents: Line 1 shows that 3.8 percent of respondents reported EL students in their target class spend little time partnering with one other student, 33.3 percent reported EL students spend some time in this setting, 42.3 percent reported EL students spend a moderate amount of time in this setting, and 20.5 reported EL students spend a majority of their time in this setting.

Another target question investigated educator practices regarding classroom activities that develop students' language skills and academic content knowledge. The activities listed in Table 4.38 are rank ordered by the highest percentage of respondents choosing "most days" for how frequently ELs engaged in the activity. A majority of respondents indicated students engaged in the five top-ranked activities most days. About 73 percent of respondents indicated students were "taking quizzes or other assessments" about once a week, and 46 percent indicated students were "working to develop targeted skills based on assessment data" about once a week.

Table 4.38. Estimate of Frequency of ELs' Engagement in Different Classroom Activities (Question 24)

How frequently do ELs in the target class engage in each of the following classroom activities?	Percentage of Respondents (N = 98)			
	Never	About once a month	About once a week	Most days
Working to develop academic language	0	2.6	18.2	79.2
Communicating comprehension of key concepts orally	0	5.2	24.7	70.1
Working to develop social language	7.8	5.2	27.3	59.7
Communicating comprehension of key concepts in written form	2.6	7.7	30.8	59.0
Reading to support language development	14.1	10.3	21.8	53.8
Completing exercises from a worksheet or a text	2.6	15.4	33.3	48.7
Practicing inquiry skills	2.6	12.8	43.6	41.0
Working with the teacher in guided writing processes	12.8	15.4	35.9	35.9
Working to develop targeted skills based on assessment data	1.3	17.1	46.1	35.5
Learning to use or using resources	10.4	36.4	28.6	24.7
Working with other types of educational technology	20.5	34.6	28.2	16.7
Working with educational software programs	24.4	35.9	26.9	12.8
Working with manipulatives	23.1	33.3	35.9	7.7
Taking quizzes or other assessments	0.0	24.4	73.1	2.6

Only one "Other" classroom activity conducted in the target classroom was added by respondents: internet research.

During phase one interviews, educators noted differing availability of supplemental materials, such as leveled reading libraries and glossaries, in their classrooms. Among survey respondents, 65.4 percent indicated that ELs had access to internet resources and 59 percent said ELs had access to printed leveled reading libraries, as shown in Table 4.39. Half of the respondents reported ELs had access to printed translation dictionaries.

Table 4.39. Available Supplemental Instructional Materials (Question 25)

What supplemental instructional materials are available for ELs in your target class? (Mark all that apply.)	Number of Respondents	Percentage of Respondents (N=78)
Internet resources	51	65.4
Leveled reading library, printed	46	59.0
Translation dictionaries, printed	39	50.0
Translation dictionaries, electronic	20	25.6
Leveled reading library, electronic	18	23.1
School/LEA purchased glossaries	16	20.5
Student-generated glossaries	16	20.5
Language development software	16	20.5

"Other" supplemental materials specified by five respondents included picture cards, posters, sentence frames, online grammar resources, and Accelerated Reader Program/Writing Coach.

The target class section of the survey asked respondents how well five specific factors promote learning opportunities for their EL students. As shown in Table 4.40, students' engagement was rated "very well" by the largest percentage of respondents (48.7%). The available time for collaboration among teachers was considered poor, adequate, and very well by about even percentages of respondents. The available supplemental materials were rated as adequate by about 50 percent of respondents.

Table 4.40. Factors that Promote Learning Opportunities for ELs in Target Class (Question 26)

How well do each of the following factors promote learning opportunities for ELs in your target class?	**Percentage of Respondents (N = 78)**			
	N/A	Poorly	Adequately	Very well
Students' engagement	0	5.1	46.2	48.7
Available time for collaboration with other teachers	5.1	29.5	34.6	30.8
Available supplemental instructional materials	3.8	19.2	50.0	26.9
Assessment data	0.0	15.4	59.0	25.6
Available primary instructional materials	9.0	16.7	48.7	25.6

The “Other” factors specified by three respondents as promoting learning in the target class included CCCS/ELD standards based curriculum development, teacher experience, and a paraprofessional that provides primary language translation.

The last target class question asked respondents to reflect on four areas of knowledge and skill and rate how each influenced instruction of their EL students. As shown in Table 4.41, professional development for teaching ELs was rated a positive influence by almost all respondents (94.9%). The factor rated as a positive influence by the fewest respondents (70.5%) was their knowledge of students’ first languages.

Table 4.41. Factors that Influence Instruction of ELs in Target Class (Question 27)

	Percentage of Respondents (N = 78)		
How does each of the following factors influence instruction of ELs in your target class?	N/A	Little or No Influence	Positive Influence
My professional development for teaching ELs	1.3	3.8	94.9
My knowledge of students' cultural backgrounds	0.0	10.3	89.7
My knowledge of second language acquisition processes	2.6	11.5	85.9
My knowledge of students' first languages	3.8	25.6	70.5

Findings from Questions about Familiarity with CAHSEE Content

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.

Two survey questions asked educators about their familiarity with the connection between CAHSEE test content and content taught in middle school. LEA EL coordinators, principals, and ELA teachers were asked about the ELA content overlap, with results shown in Table 4.42. . No respondents had a very great extent of familiarity, a small proportion (17.5%) had a great extent of familiarity, and 46.4 percent had slight or no familiarity. Table 4.43 presents the results of the parallel question asked of LEA EL coordinators, principals, and mathematics teachers about the mathematics content

overlap. Though a larger proportion of respondents (21.6%) answered great or very great extent, 39.8 percent had slight or no familiarity.

Table 4.42. Familiarity with Overlap Between ELA Content Taught in Middle School and CAHSEE ELA Test Content (Question 42)

To what extent are you familiar with the overlap between ELA content taught in middle school and content measured by the CAHSEE ELA test?	Number of Respondents	Percentage of Respondents
Not at all	15	15.5
Slight extent	30	30.9
Moderate extent	35	36.1
Great extent	17	17.5
Very great extent	0	0.0
Total	97	100.0

Table 4.43. Familiarity with Overlap Between Mathematics Content Taught in Middle School and CAHSEE Mathematics Test Content (Question 44)

To what extent are you familiar with the overlap between mathematics content taught in middle school and content measured by the CAHSEE mathematics test?	Number of Respondents	Percentage of Respondents
Not at all	14	15.1
Slight extent	23	24.7
Moderate extent	36	38.7
Great extent	18	19.4
Very great extent	2	2.2
Total	93	100.0

Other Findings from ELA and Mathematics Program Questions

The survey asked principals and math teachers several questions about the placement of EL students into mathematics classes. The inputs in Table 4.44 are rank ordered by combined moderate and major importance ratings. Students' most recent performance on statewide math tests was the input rated by the most respondents (75.9%) as having major importance in determining mathematics class placement. Students' prior term math course grade was the next highest rated input, with 81.4 percent of respondents rating it moderate or major importance. Almost 30 percent of respondents rated students' most recent performance on tests of basic skills in English of major, moderate, or minor importance (30.2%, 32.1%, and 30.2%). The remaining inputs were rated by most respondents as being of only minor to moderate importance.

Table 4.44. Importance of Inputs When Determining EL Student Placement into Mathematics Classes (Question 45)

How much importance is given to each of these inputs when determining English learner (EL) student placement into mathematics classes in your school?	Percentage of Respondents (N= 54)			
	N/A	Minor Importance	Moderate Importance	Major Importance
Most recent performance on statewide assessment of mathematics	1.9	5.6	16.7	75.9
Mathematics course grade from prior term	1.9	16.7	48.1	33.3
Most recent performance on statewide assessment of basic skills in English	7.5	30.2	32.1	30.2
Most recent CELDT IA/AA* scores	3.7	35.2	37.0	24.1
Teacher consultation	3.8	39.6	30.2	26.4
LEA-specific assessment	18.9	28.3	34.0	18.9
Master course schedule	9.6	38.5	38.5	13.5
Class size	9.3	38.9	37.0	14.8
ELD course grade from prior term	17.0	39.6	35.8	7.5
Number of years in US schools	13.0	48.1	27.8	11.1
Parent consultation	9.3	55.6	27.8	7.4
Student consultation	17.0	50.9	24.5	7.5

*Initial Assessment/Annual Assessment

One respondent indicated that another input that played major importance when determining English learner (EL) student placement into mathematics classes was Benchmark Assessment (Northwest Evaluation Association [NWEA] test).

As to frequency of math class placement decision making, the most common survey response (51.9%) was “once a year,” as shown in Table 4.45. About 20 to 28 percent of respondents indicated that EL student course placement decisions took place two or more times a year. When asked who had the lead responsibility for making mathematics course placement decisions, 48 percent of respondents indicated this was the school principal or other leader, as shown in Table 4.46.

Table 4.45. Frequency of Decision Making for Mathematics Class Placement (Question 46)

How often are decisions typically made or reevaluated regarding placement of EL students into mathematics classes in your school?	Number of Respondents	Percentage of Respondents
Once a year —prior to start of fall session only	28	51.9
Twice a year — prior to start of fall semester and at one other time	15	27.8
More than twice a year	11	20.4
Total	54	100.0

Table 4.46. Lead Staff Member for Mathematics Class Placement Decisions (Question 47)

Who is typically the lead staff member responsible for final mathematics course placement decisions?	Number of Respondents	Percentage of Respondents
School principal or other leader	26	48.1
School counselor	15	27.8
Student's most recent mathematics teacher	5	9.3
Other (please specify)	4	7.4
School-based English learner coordinator or specialist	2	3.7
Mathematics department chair	2	3.7
Total	54	100.0

Other leaders for course placement decisions identified by respondents included collaborative effort, teacher on special assignment, and Student Advisor.

The survey asked middle school principals and math teachers to indicate for each grade level at their school which math class the majority of EL students was typically enrolled in. To interpret the analysis of responses summarized in Table 4.47, read down a grade level column to see what percentage of the respondents indicated that each listed class included the majority of EL students. For grade seven, 52.8 percent of respondents indicated a majority of ELs were taking pre-algebra or introduction to algebra. For grade eight, 32.1 percent reported the majority of ELs were taking Algebra I. For rough comparison purposes, results of the last administration of the STAR CSTs in 2013 indicate that 31.7 percent of all enrolled grade eight students statewide took the General Mathematics test and 57.9 percent of all enrolled grade eight students statewide took the Algebra I test.

Table 4.47. Majority of EL Student Enrollment in Mathematics Classes, by Grade (Question 48)

What mathematics course at your school is the majority of EL students typically enrolled in at each grade level?	Percentage of Respondents (N = 46 to 54 per Grade)		
	Grade 6	Grade 7	Grade 8
Mathematics, Grade Level	78.3	41.5	24.5
Pre-Algebra or Introduction to Algebra	0.0	52.8	17.0
Algebra 1, Part 1	0.0	1.9	5.7
Algebra 1, Part 2	0.0	0.0	1.9
Algebra 1	0.0	0.0	32.1
Integrated Math	0.0	1.9	3.8
Geometry	0.0	0.0	5.7
International Baccalaureate Mathematics, Middle Years Program	2.2	1.9	1.9
School does not include students at this grade	15.2	0.0	1.9
I'm not in a position to answer	4.3	0.0	1.9
Other	0.0	0.0	3.8
Total	100.0	100.0	100.0

Explanation of table contents: Line 1 shows that 78.3 percent of respondents reported that most EL students at their school were typically enrolled in grade level mathematics in grade 6, 41.5 percent reported that most EL students were typically enrolled in grade level mathematics in grade 7, and 24.5 percent reported that most EL students were typically enrolled in grade level mathematics in grade 8.

During the phase one interviews with EL educators, HumRRO learned that a variety of schedules are used in middle school, leading to various amounts of times for ELs to be receiving academic content instruction. Table 4.48 presents typical ELA class duration as reported by middle school principals and ELA teachers. Although the most common response (57.8%) was for a 45–59 minute class, 26.7 percent reported a typical class lasted 60 minutes or more. Middle school principals and math teachers were asked a parallel question for math classes. As shown in Table 4.49, the most common response (81.5%) was for a 45–59 minute class, with 14.9 percent reporting that a typical class lasted 60 minutes or more.

Table 4.48. Typical Duration of ELA Course, in Minutes (Question 9)

What is the typical length of time ELs spend in English language arts class, apart from time spent in ELD class, in average daily minutes?	Number of Respondents	Percentage of Respondents
Less than 30 minutes	5	5.6
30–44 minutes	5	5.6
45–59 minutes	52	57.8
60–90 minutes	17	18.9
More than 90 minutes	7	7.8
I'm not in a position to provide an answer	4	4.4
Total	90	100.0

Table 4.49. Duration of Typical Mathematics Course, in Minutes (Question 49

What is the length of a typical mathematics course at your school, in average daily minutes?	Number of Respondents	Percentage of Respondents
30–44 minutes	2	3.7
45–59 minutes	44	81.5
60–90 minutes	7	13.0
More than 90 minutes	1	1.9
Total	54	100.0

Findings from Principals Questioned About Teacher Practices

Two survey questions were asked of principals as a means of obtaining information about ELA and mathematics teacher practices to support EL academic achievement. Table 4.50 presents principals' reported observations of ELA teachers, with the practices listed in rank order by ratings of highest frequency ("consistently"). A majority of principals reported formally observing ELA teachers consistently scaffolding language structures and vocabulary, teaching students with diverse abilities and learning styles, and using a variety of assessment strategies to inform instruction (63%, 57.7%, and 55.6%, respectively). A smaller proportion of principals (25.9%) reported formally observing ELA teachers consistently using CA ELD Standards to help students access the CCSS for ELA/Literacy, with 66.7 percent observing this practice occasionally and 7.4 percent not observing the practice at all.

Table 4.50. Observed ELA Teacher Practices to Help Improve Academic Achievement of ELs (Question 52)

To what extent have you formally observed ELA teachers doing the following to help improve academic achievement of ELs?	Percentage of Respondents (N= 27)			
	Not at all	Rarely	Occasionally	Consistently
Scaffold language structures and vocabulary	0.0	0.0	37.0	63.0
Teach students with diverse abilities and learning styles	0.0	7.7	34.6	57.7
Use a variety of assessment strategies to inform instruction	0.0	3.7	40.7	55.6
Provide learning strategies to support English language development	0.0	7.4	44.4	48.1
Group students in specific ways to support their language development	0.0	14.8	37.0	48.1
Organize and manage student behavior and motivation	0.0	7.4	44.4	48.1
Connect new content knowledge to practice	0.0	7.4	55.6	37.0
Use research-based interventions	3.7	3.7	55.6	37.0
Adapt texts to students' proficiency level	0.0	18.5	48.1	33.3
Use CA ELD standards to help students access CCSS for ELA/Literacy	7.4	0.0	66.7	25.9
Adapt teacher speech to students' proficiency level	7.4	7.4	59.3	25.9
Connect instruction to students' cultural background and personal experience	0.0	22.2	51.9	25.9
Support ELs' instruction in their native language	14.8	29.6	40.7	14.8
Use a first language to support second language acquisition	14.8	40.7	37.0	7.4

Table 4.51 presents principals' reported observations of math teacher practices, with the practices listed in rank order by ratings of highest frequency. The top practices observed formally by principals were organizing and managing student behavior and motivation (42.3%), followed by using a variety of assessment strategies to inform instruction (38.5%) and teaching students with diverse abilities and learning styles (38.5%). A smaller proportion of principals (23.1%) reported formally observing math teachers consistently using CA ELD Standards to help students access the CCSS for mathematics, with 46.2 percent observing this practice occasionally, 23.1 percent observing this practice rarely, and 7.7 percent not observing the practice at all.

Table 4.51. Observed Math Teacher Practices to Help Improve Academic Achievement of ELs (Question 53)

To what extent have you formally observed mathematics teachers doing the following to help improve academic achievement of ELs?	Percentage of Respondents (N= 26)			
	Not at all	Rarely	Occasionally	Consistently
Organize and manage student behavior and motivation	3.8	0.0	53.8	42.3
Use a variety of assessment strategies to inform instruction	0.0	7.7	53.8	38.5
Teach students with diverse abilities and learning styles	0.0	3.8	57.7	38.5
Connect new content knowledge to practice	0.0	0.0	65.4	34.6
Use research-based interventions	3.8	0.0	61.5	34.6
Use CA ELD standards to help students access CCSS for mathematics	7.7	23.1	46.2	23.1
Recognize language support needed in content subject matter areas	0.0	15.4	61.5	23.1
Adapt teacher speech to students' proficiency level	3.8	23.1	50.0	23.1
Adapt texts to students' proficiency level	3.8	30.8	53.8	11.5
Connect instruction to students' cultural background and personal experience	11.5	19.2	57.7	11.5

Findings from Questions About Changes in EL Support, Policies, or Programs

Because HumRRO would be analyzing LEA effectiveness using test data from years prior to and including 2014, the survey asked LEA EL coordinators, middle school principals, and EL coordinators/ELD teachers to report the extent of changes in support for EL programs and services over the past three years, since June 1, 2010. Table 4.52 reveals that a fair degree of changes in resources supporting EL programs and services took place during this time. The list of resources is rank ordered by the combination of "moderate" and "major increase" responses. A moderate or major increase was reported for school-based instructional support by 36.5 percent of respondents, for school-based leadership by 28.1 percent, and for school-based teachers by 26.5 percent. For the reverse trend, 27 percent reported a moderate to major decrease in LEA support staff and 23.4 reported a moderate to major decrease in LEA leadership. About half of the respondents reported minor or no change in school-based leadership (51.6%) or school-based teachers (53.1%). Nearly half of the respondents (48.4%) were unable to answer the question with regard to changes in support from the county office of education.

Table 4.52. Extent of Changes to Support for EL Programs and Services (Question 39)

To what extent have there been changes in the number of staff or hours of staff support for EL programs and services from each of these resources in the last three years (since June 1, 2010)?	Percentage of Respondents (N= 56 to 64)					
	Major Decrease	Moderate Decrease	Minor or no change	Moderate Increase	Major Increase	I'm not able to answer
School-based instructional support	4.8	14.3	39.7	19.0	17.5	4.8
School-based leadership	4.7	9.4	51.6	17.2	10.9	6.3
School-based teachers	3.1	10.9	53.1	15.6	10.9	6.3
Local educational agency support staff	12.7	14.3	33.3	15.9	7.9	15.9
Local educational agency leadership	10.9	12.5	34.4	14.1	9.4	18.8
County office of education	6.3	7.8	25.0	10.9	1.6	48.4

LEA EL coordinators, middle school principals, and EL coordinators/ELD teachers were also asked to report the extent of changes in particular EL policies or programs over the past three years. Table 4.53 summarizes responses to this question, with the list of policies and programs rank-ordered by the percentage reporting a major change. Of the respondents, 16.9 percent reported major changes for ELD course offerings, 15.8 percent for EL/remediation/intervention resources, and 10.8 for EL course placement criteria. For RFEP criteria and processes, moderate or major changes were reported by about 39 percent and 31 percent, respectively.

Table 4.53. Extent of Changes to EL Programs and Services (Question 40)

To what extent have any of these policies or programs changed in the last three years (since June 1, 2010)?	Percentage of Respondents (N= 57 to 65)		
	Minor or no change	Moderate change	Major change
ELD course offerings	33.8	49.2	16.9
EL remediation/intervention resources	43.9	40.4	15.8
EL course placement criteria	49.2	40.0	10.8
RFEP criteria	60.9	34.4	4.7
RFEP processes	68.8	26.6	4.7

Respondents who indicated there had been a major change in any of the listed policies or programs were presented with an open-ended question asking them to describe the changes. Table 4.54 presents the themes of responses to this question, and indicates the number of respondents per theme.

Table 4.54. Descriptions of Changes to EL Programs and Policies Since June 1, 2010 (Question 41)

EL Program or Policy	Brief Descriptions of Changes	Number of Respondents (N=31)
ELD course offerings	Specific courses had been added or were being piloted, including AVID Excel, AP Spanish, Read 180, and English 3D.	13
RFEP criteria	Changes included the addition of an Alternate Assessment to the CELDT for students who take the CAPA, a new CST-ELA cut score (from 325 to 300), the removal of mathematics from reclassification criteria, and the addition of using MAP® (Measures of Academic Progress) scores.	10
RFEP processes	Changes included updated forms, data entry procedures, and follow-up procedures.	4
EL remediation/intervention resources	Changes included the addition of a summer reading academy and the reduction in the number of ELD courses offered due to lower EL enrollment.	3
EL course placement criteria	Details as to how course placement criteria had changed were not provided.	1

Effectiveness Measurements and Analyses of Responses

HumRRO worked to develop two separate measurements of the effectiveness of each participating LEA. The first measurement, called the CAHSEE ELA indicator, determined how well each LEA helped students who were English learners at the beginning of grade seven meet part of the CAHSEE requirement, specifically passing the ELA test, by grade ten. The second measurement, called the RFEP indicator, examined how well LEAs helped English learners achieve reclassification status from grade seven to grade ten.

For the CAHSEE ELA indicator, we analyzed four years of data, including all students who took the grade seven CELDT test in 2008 through 2011. We merged CELDT scores with data from CAHSEE grade ten administrations in 2011 through 2014 and found CAHSEE data for approximately 85 percent of the individual students in the initial grade seven CELDT samples.[17] As shown in Table 4.55, there was a three-year interval between the CELDT and CAHSEE data for 82 percent of the CELDT examinees; however, a small portion (about 3 percent[18]) of the students took more than three years to reach grade ten, and an even smaller portion (about 0.5%) reached grade ten in less than three years. Table 4.55 also shows the Pearson correlation of the grade seven overall CELDT scores with the CAHSEE grade ten ELA scores.

Table 4.55. Percentage of Grade Seven CELDT Examinees Matched to Grade Ten CAHSEE Data by CELDT Year and Interval Between CELDT and CAHSEE Data

Year	N CELDT	CELDT-CAHSEE Interval			Not Matched	CELDT-ELA Corr.
		< 3 Years	3 Years	> 3 Years		
2008	104,805	0.0	78.4	3.7	18.0	0.51
2009	104,022	0.5	81.6	3.3	14.7	0.43
2010	94,286	0.6	82.8	2.7	13.9	0.54
2011	85,045	0.4	84.9	0.0[3]	14.6	0.54
Total	388,158	0.4	81.9	2.4	15.3	0.51

Overall, grade seven CELDT scores were reasonably predictive of grade ten CAHSEE scores. For each of the students in our grade seven CELDT samples, we computed a residual score, the difference between their actual ELA score and the ELA score predicted from their grade seven CELDT score, based on a simple linear regression equation, as an indicator of the effectiveness of middle school programs to help ELs to achieve English proficiency. We then computed LEA effectiveness levels by averaging these student-level effectiveness indicators for all students in the LEA. LEAs where the average student ELA score was greater than the predicted scores were labeled as *higher-effective* districts. LEAs where the average student ELA score was equal to or below the predicted scores were labeled *lower-effective* districts.

[17] Our efforts to define an indicator of LEA effectiveness were focused on students we knew stayed in the system; therefore, we did not further analyze students who were not matched to CAHSEE records

[18] CAHSEE data were only available through 2014. Thus, no data were available for 2011 grade seven students who took more than three years to reach grade 10.

We compared the LEAs responding to our Middle School Surveys to LEAs with at least 100 grade seven CELDT examinees per year who did not participate in the surveys. As shown in Table 4.56, the survey LEAs had larger numbers of students taking the CELDT in grade seven. This was by design, since we selected districts with larger EL populations. Table 4.56 also shows that the mean grade seven CELDT scores and the mean grade ten CAHSEE ELA scores were reasonably comparable for survey and non-survey LEAs.

Table 4.56. Comparison of LEAs Responding to the Middle School Survey to Other LEAs with 100 or more Grade Seven CELDT Students

LEA	Number	Grade Seven CELDT Year			
		2008	2009	2010	2011
		Number of LEAs with 100+ Students Taking CELDT and CAHSEE			
Survey	53	51	53	52	51
Other	138	138	132	135	127
		Average Number Students Taking CELDT and CAHSEE			
Survey	53	708	631	629	548
Other	138	259	250	252	238
		Average Grade 7 CELDT Score			
Survey	53	539	521	551	545
Other	138	543	522	551	548
		Average Grade 10 CAHSEE ELA Score			
Survey	53	360	359	358	356
Other	138	360	358	357	355

We examined the stability of the CAHSEE ELA indicator across the four years. The correlation of the mean of the student effectiveness indicator from one year to the next averaged 0.48, indicating a high level of stability for this measurement. We selected the indicator based on the 2011 grade seven CELDT data because it provided the most recent information on LEA effectiveness in helping ELs acquire the skills necessary to pass the CAHSEE ELA test.

We created a second effectiveness measurement, called the RFEP indicator, using grade seven CELDT data and CAHSEE data. For each survey LEA, we looked at how many grade seven students with 2011 CELDT records were classified as RFEP students in the 2014 grade ten CAHSEE records, and how many were still classified as EL. Across the survey LEAs with at least 100 grade seven 2011 CELDT records, the median proportion of students reclassified was 0.427. Survey LEAs for which the mean calculated reclassification rate exceeded the median proportion were labeled as *higher-effective* districts. LEAs for which the calculated reclassification rate was lower than the median were labeled *lower-effective* LEAs.

Using the two different indicators to split our sample of respondents into *higher-effective* and *lower-effective*, we analyzed survey responses to a selection of 21 survey questions in an attempt to identify possible correlations between LEAs' EL programs, policies, and practices and the success of these LEAs' students either (a) on the

CAHSEE ELA test in grade ten, or (b) in achieving reclassification to RFEP status. For most of the questions we analyzed, distinctions between response patterns of the higher-effective and lower-effective groups were largely due to chance, with Chi-square probabilities ranging between 0.1 and 0.9. For many of the questions, this lack of statistically significant differences in response patterns may result from the fact that the number of respondents was small and therefore some response options, when split into higher-effective and lower-effective subgroups, were selected by 5 or fewer educators. However, nine questions with Chi-square probabilities less than 0.10 revealed the possibility of a connection between student success and LEA policies and practice,

As with the prior section of survey findings, we caution the reader to attend to numbers of respondents and the total higher-effective and lower-effective sample sizes when interpreting the tables of findings from the effectiveness analyses. Recall that survey LEAs may have been represented by responses from only one or two of their middle schools, and that some LEAs reported moderate to major changes since 2010 either in EL resources or in EL policies and programs. The tables in this section do not imply any causality of practice or program to student success, but they may provide insight into policies, practices, or programs that allow ELs to access, engage with, and achieve grade level content while they are learning English.

Effectiveness Analysis of Responses to RFEP Questions

We found three of the survey questions that address local RFEP criteria to have statistically significant respondent patterns for higher- and lower-effective LEAs. The questions were included on LEA EL coordinator, principal, and EL coordinator surveys. Turning to the CAHSEE ELA effectiveness indicator for the first of these questions, Table 4.57 indicates that almost all higher-effective LEA respondents (97.4%) report using Early Advanced as the minimum CELDT Overall performance level for eligibility for reclassification, while some lower-effective LEAs report using the Advanced (16.1%) or Intermediate (3.6%) performance levels. Also, more than four times as many of the higher-effective LEA respondents (24.3%) than lower-effective LEA respondents (5.7%) report having no minimum performance level for CELDT Comprehension (a combined score from the Listening and Reading domain scores).

Table 4.57. CAHSEE ELA Indicator of Effectiveness and Local Criteria for Minimum CELDT Overall Score for RFEP Eligibility (Question 10)

CAHSEE ELA Indicator		What minimum performance level must middle school EL students in your LEA achieve to be considered for reclassification as fluent English proficient? CELDT Overall (Chi-Square *p*=.0463)				
		No Minimum	Inter-mediate	Early Advanced	Advanced	Total
Higher-effective	Number	0	0	38	1	39
	Percent	0	0.0	97.4	2.6	
Lower-effective	Number	0	2	45	9	56
	Percent	0	3.6	80.4	16.1	
Total	Number	0	2	83	10	95
		CELDT Comprehension (Listening + Reading) (Chi-Square *p*=.0729)				
		No Minimum	Inter-mediate	Early Advanced	Advanced	Total
Higher-effective	Number	9	10	17	1	37
	Percent	24.3	27.0	46.0	2.7	
Lower-effective	Number	3	15	32	3	53
	Percent	5.7	28.3	60.4	5.7	
Total	Number	12	25	49	4	90

Turning now to the survey question on basic skills test score minimums for reclassifying ELs to RFEP, Table 4.58 reveals that, using the RFEP effectiveness indicator, higher-effective LEAs have more lenient thresholds for both the CST ELA and CMA ELA, two commonly used assessments, as compared to lower-effective LEAs. Of the higher-effective LEAs, 41.3 percent report a minimum CST ELA scale score of 300, the lowest score in the Basic performance level, while only 22.7 percent of lower-effective LEAs report using this minimum. The reverse occurs at the higher CST ELA scale score of 325, which was reported as the minimum by 70.5 percent of lower-effective LEAs but only 47.8 percent of higher-effective LEAs. Similar patterns are shown for the minimum CMA ELA scores.

Table 4.58. RFEP Indicator of Effectiveness and Local Criteria for Minimum 2013 CST and CMA ELA Scores for RFEP Eligibility in 2013−14 (Question 12)

		What is the minimum score for basic skills in English that EL students in your LEA must meet this year to be considered for reclassification as fluent English proficient?				
		Minimum 2013 CST ELA Score (Chi-square .1126, Likelihood ratio Chi-Square p=.0693)				
		Scale Score				
RFEP Indicator		**300**	**305-315**	**320**	**325**	**Total**
Higher-effective	Number	19	3	2	22	46
	Percent	41.3	6.5	4.4	47.8	
Lower-effective	Number	10	0	3	31	44
	Percent	22.7	0	6.8	70.5	
Total	Number	29	3	5	53	90
		Minimum 2013 CMA ELA Score (Chi-square .0763)				
		Scale Score				
		300	**305-315**	**320**	**325**	**Total**
Higher-effective	Number	20	3	3	17	43
	Percent	46.5	7.0	7.0	39.5	
Lower-effective	Number	9	0	4	28	41
	Percent	22.0	0	9.8	68.3	
Total	Number	29	3	7	45	84

For the RFEP survey question about local teacher evaluation criteria, both effectiveness indicators reveal statistically significant response patterns. Table 4.59 indicates that the majority of respondents from higher-effective LEA (81.3% for RFEP indicator and 87.5% for CAHSEE ELA indicator) do not include an EL student's recent mathematics grade in the teacher evaluation criterion for reclassification. Lower-effective schools are more likely to include mathematics grades as part of teacher input (36% for RFEP indicator and 37.5% for CAHSEE ELA indicator). In contrast, the majority of higher-effective LEA respondents (56.3% for RFEP indicator) do include an EL student's progress on formative ELA assessments in the teacher evaluation criterion for reclassification, whereas the majority of lower-effective LEA respondents do not (66%).

Table 4.59. RFEP and CAHSEE ELA Indicators of Effectiveness and Local Teacher Evaluation Criteria for RFEP Eligibility (Question 13)

		What teacher evaluation criteria must be met by ELs to be designated RFEP in your district?		
		Most recent mathematics grade (Chi-square .0560)		
RFEP Indicator		**No**	**Yes**	**Total**
Higher-effective	Number	39	9	48
	Percent	81.3	18.8	
Lower-effective	Number	32	18	50
	Percent	64.0	36.0	
Total	Number	71	27	98
		Most recent mathematics grade (Chi-square .0066)		
CAHSEE ELA Indicator		**No**	**Yes**	**Total**
Higher-effective	Number	35	5	40
	Percent	87.5	12.5	
Lower-effective	Number	35	21	56
	Percent	62.5	37.5	
Total	Number	70	26	96
		Progress on ELA formative assessments (Chi-square .0268)		
RFEP Indicator		**No**	**Yes**	**Total**
Higher-effective	Number	21	27	48
	Percent	43.8	56.3	
Lower-effective	Number	33	17	50
	Percent	66.0	34.0	
Total	Number	71	27	98

Effectiveness Analysis of Responses to ELD Program Questions

We continue with analysis of responses to the question about the Implementation Plan for the new ELD Standards, which was included on all surveys. Table 4.60 seems to indicate a reversal of what would be expected, with more lower-effective LEA respondents (70.2%) having a moderate to very great familiarity with the ELD Implementation Plan than higher-effective LEA respondents (52.6%). One possible explanation relates to this being a time of transition, with lower-effective LEAs now focusing on implementing the new ELD standards as part of a larger effort toward instructional improvements for EL students.

Table 4.60. RFEP Indicator of Effectiveness and Familiarity with the Implementation Plan for the California English Language Development Standards (Question 2)

		To what extent are you familiar with the California Department of Education's Implementation Plan for the California English Language Development Standards?					
RFEP Indicator		Not at all	Slight extent	Moderate extent	Great extent	Very great extent	Total
Higher-effective	Number	18	19	33	9	0	79
	Percent	22.8	24.1	41.2	11.4	0	
Lower-effective	Number	7	16	42	9	3	77
	Percent	9.1	20.8	54.6	11.7	3.9	
Total	Number	25	35	75	18	3	156

Chi-Square *p*=.0574

Table 4.61 reveals that three inputs for determining EL student placement into ELA and ELD courses (LEA-specific assessment, ELA course grades, and parent consultation) are considered of differing importance between higher- and lower-effective LEA respondents. This question was included on principal, EL coordinator/ELD teacher, and English teacher surveys. LEA-specific assessments are rated of major importance by 41.5 percent of higher-effective LEA respondents, but by only 14.6 percent of lower-effective LEA respondents. Similarly, 53.7 percent of higher-effective LEA respondents rate ELA course grade from prior term as input of major importance; only 22.9 percent of lower-effective LEA respondents do. Lastly, 29.3 percent of higher-effective LEA respondents include parent consultation as an input of major importance, while only 6.3 percent of lower-effective LEA respondents do.

Table 4.61. RFEP Indicator of Effectiveness and Importance of Inputs When Determining EL Student Placement into ELA and ELD Classes (Question 4)

		How much importance is given to these inputs when determining EL student placement into ELA and ELD classes in your school?				
		LEA-specific assessment (Chi-Square *p*=.0206)				
RFEP Indicator		N/A	Minor Importance	Moderate Importance	Major Importance	Total
Higher-effective	Number	5	5	14	17	41
	Percent	12.2	12.2	34.2	41.5	
Lower-effective	Number	4	12	25	7	48
	Percent	8.3	25.0	52.1	14.6	
Total	Number	9	17	39	24	89
		ELA course grade from prior term (Chi-Square *p*=.0123)				
		N/A	Minor Importance	Moderate Importance	Major Importance	Total
Higher-effective	Number	0	8	11	22	41
	Percent	0.0	19.5	26.8	53.7	
Lower-effective	Number	3	11	23	11	48
	Percent	6.25	22.9	47.9	22.9	
Total	Number	3	19	34	33	89
		Parent consultation (Chi-Square *p*=.0233)				
		N/A	Minor Importance	Moderate Importance	Major Importance	Total
Higher-effective	Number	4	13	12	12	41
	Percent	9.8	31.7	29.3	29.3	
Lower-effective	Number	5	26	14	3	48
	Percent	10.4	54.2	29.2	6.3	
Total	Number	9	39	26	15	89

Effectiveness Analysis of Responses to Target Class Questions

Of the target class questions answered by classroom teachers, mentor teachers, or instructional coaches, two have statistically significant respondent patterns for higher- and lower-effective LEAs. For some questions, we will point out that the differences appear only for one teacher content area, such as ELA or mathematics, for which the respondent counts are very modest.

The analysis of responses to the target class question about student classroom activities reveals differences in some respondent subgroups for four activities. Table 4.62 presents data by classroom activity (e.g., working with the teacher in guided writing responses) and respondent type (e.g., ELA teacher respondents, math teacher respondents). Beginning with how frequently teachers work with students in guided writing processes, all (100%) ELA teacher respondents from higher-effective LEAs (by RFEP indicator) report that they do so once a week or more frequently. Of the lower-effective LEA respondents, 76.5 percent report doing so once a week or more frequently, but 24 percent report that they do so only about once a month. A second student activity, communicating comprehension of key concepts orally, engages students “most days” according to a higher percentage (68.3%) of lower-effective respondents (by RFEP indicator) than higher-effective respondents (39.5%). A third student activity, working to develop targeted skills based on assessment data, takes place at differing frequencies, according to two content area subgroups. Lower-effective respondents (by RFEP indicator) who are math teachers report working to develop targeted skills based on assessment data “most days’” at a higher rate (66.7%) than higher-effective respondents (18.8%) do. Similarly, lower-effective LEA respondents (by CAHSEE ELA indicator) who are ELA teachers report this activity as occurring “most days” at a higher rate (56.3%) than ELA teachers from higher-effective LEAs.

Table 4.62. RFEP and CAHSEE ELA Indicators of Effectiveness and Classroom Activities (Question 24)

		How frequently do ELs in the target class engage in each of the following classroom activities?				
		Working with the teacher in guided writing processes (ELA teacher respondents, Chi-square .0939)				
RFEP Indicator		Never	About once a month	About once a week	Most days	Total
Higher-effective	Number	0	0	8	6	14
	Percent	0	0.0	57.14	42.9	
Lower-effective	Number	0	4	5	8	17
	Percent	0	23.5	29.4	47.1	
	Total Number	0	4	13	14	31
		Communicating comprehension of key concepts orally (ELD, ELA and Math respondents, Chi-square .0043)				
RFEP Indicator		Never	About once a month	About once a week	Most days	Total
Higher-effective	Number	0	4	14	17	39
	Percent	0	10.4	35.9	39.5	
Lower-effective	Number	0	0	5	28	38
	Percent	0	0	13.2	68.3	
	Total Number		0	19	54	77
		Working to develop targeted skills based on assessment data (Math teacher respondents, Chi-square .0453)				
RFEP Indicator		Never	About once a month	About once a week	Most days	Total
Higher-effective	Number	1	2	10	3	16
	Percent	6.3	12.5	62.5	18.8	
Lower-effective	Number	0	2	1	6	9
	Percent	0	22.2	11.1	66.7	
	Total Number	1	4	11	9	25
		Working to develop targeted skills based on assessment data (ELA teacher respondents, Chi-square .0577)				
CAHSEE ELA Indicator		Never	About once a month	About once a week	Most days	Total
Higher-effective	Number	0	4	8	2	14
	Percent	0	28.6	57.1	14.3	
Lower-effective	Number	0	2	5	9	16
	Percent	0	12.5	31.3	56.3	
	Total Number	0	6	13	11	30

Table 4.63 indicates that more lower-effective LEA respondents (by CAHSEE ELA indicator) believe their knowledge of students' first languages positively influences instruction than do higher-effective LEA respondents.

Table 4.63. CAHSEE ELA Indicator of Effectiveness and Factors that Influence Instruction of ELs in Target Class (Question 27)

CAHSEE ELA Indicator		How does each of the following factors influence instruction of ELs in your target class? My knowledge of students' first languages (Chi-Square *p*=.0434)			
		N/A	Little or No Influence	Positive Influence	Total
Higher-effective	Number	3	13	23	39
	Percent	7.69	33.3	59.0	
Lower-effective	Number	0	7	32	39
	Percent	0	18.0	82.1	
Total	Number	3	20	55	78

Effectiveness Analysis of Responses to Professional Development Question

All surveys included the same questions about recent professional development (activities since June 1, 2013). The degree of emphasis on four particular topics of professional development showed statistically significant patterns for higher- and lower-effective LEAs for one of the effectiveness indicators, either for all respondents or for a subgroup. Table 4.64 indicates that the topic of CA ELD Standards, as reported by EL coordinators/ELD teachers, had major emphasis by more of the higher-effective LEA respondents (35.7%), using the RFEP indicator, as compared to lower-effective LEA respondents (0%). A similar pattern is found, using the CAHSEE indicator, for the topic of the CCSS ELA/Literacy Standards as reported by math teachers. The topic had major emphasis by more of the higher-effective math teacher respondents (37.5%), as compared to lower-effective LEA respondents (9.1%).

A reverse pattern is seen among all respondents, using the CAHSEE ELA indicator, with the topic of using multiple measures for EL assessment. More respondents from lower-effective LEAs participated in professional development activities that emphasized this topic to a moderate or major degree (combined 50%), as compared to higher-effective LEA respondents (combined 30.4%). Also using the CAHSEE ELA indicator, 38.9 percent of EL coordinator respondents from lower-effective LEAs reported moderate or major emphasis on the topic of studying how children learn a second language, as compared to just 5.3 percent of higher-effective LEAs.

Table 4.64. RFEP and CAHSEE ELA Indicators of Effectiveness and Topics Emphasized in Professional Development Activities (Question 29)

		Considering all of your professional development activities since June 1st 2013, how much emphasis was placed on the following topics?				
		CA ELD standards (EL Coordinator/ELD teacher respondents, Chi-square .0224)				
RFEP Indicator		N/A	Minor	Moderate	Major	Total
Higher-effective	Number	1	3	5	5	14
	Percent	7.1	21.4	35.7	35.7	
Lower-effective	Number	0	8	10	0	18
	Percent	0	44.4	55.6	0	
	Total Number	1	11	15	5	32
CAHSEE ELA Indicator		CCSS ELA/Literacy Standards (Math teacher respondents, Chi-square .0818)				
		N/A	Minor	Moderate	Major	Total
Higher-effective	Number	3	5	2	6	
	Percent	18.8	31.3	12.5	37.5	
Lower-effective	Number	5	1	4	1	
	Percent	45.5	9.1	36.4	9.1	
	Total Number	8	6	6	7	27
CAHSEE ELA Indicator		Using multiple measures for EL assessment (All respondents, Chi-square .0167)				
		N/A	Minor	Moderate	Major	Total
Higher-effective	Number	19	29	13	8	69
	Percent	27.5	42.0	18.8	11.6	82
Lower-effective	Number	8	33	27	14	151
	Percent	9.8	40.2	32.9	17.1	
	Total Number	27	62	40	22	151
CAHSEE ELA Indicator		Studying how children learn a second language (LEA EL coordinator respondents, Chi-square .0401)				
		N/A	Minor	Moderate	Major	Total
Higher-effective	Number	7	11	0	1	19
	Percent	36.8	57.9	0	5.3	
Lower-effective	Number	6	5	6	1	18
	Percent	33.3	27.8	33.3	5.6	
	Total Number	13	16	6	2	37

Effectiveness Analysis of Responses to Changes to EL Programs Question

Because HumRRO's two effectiveness measures rely on prior year assessment data, it is critical to attend to whether LEAs made substantive changes to programs or policies that might influence effectiveness during the years analyzed, or going forward in future years. One survey question asked LEA EL coordinators, principals, and middle school EL coordinators/ELD teachers to indicate the extent of changes in five EL policies and services over the past three years. Using the CAHSEE ELA indicator, we found no statistically significant differences in response patterns to this question. Using the RFEP indicator, as shown in Table 4.65, higher-effective LEAs reported a higher percentage (18.2%) of major changes to their RFEP processes than lower-effective LEAs did (0%). A large majority (85.7%) of the lower-effective LEA respondents reported no change to their RFEP processes, compared to 36.4 percent of higher-effective LEA respondents.

Table 4.65. RFEP Indicator of Effectiveness and Extent of Changes to EL Programs and Services (Question 40)

		To what extent have any of these policies or programs changed in the last three years (since June 1, 2010)?			
RFEP Indicator		RFEP processes (Chi-Square *p*=.0298)			
		Minor or no change	Moderate change	Major change	Total
Higher-effective	Number	4	5	2	11
	Percent	36.4	45.5	18.2	
Lower-effective	Number	12	2	0	14
	Percent	85.7	14.3	0	
Total	Number	16	7	2	35

Conclusions and Recommendations

As the independent evaluator of the CAHSEE, our aims in this study were to investigate current programs, policies, and instructional practices in place for middle school EL students and to explore potential connections between CAHSEE success and variations in these programs, policies, and instructional practices. The Middle School English Learner Study achieved limited success in meeting these objectives. We describe here lessons learned from conducting the study, provide a summary of key survey findings, and cite evidence from the study to answer its four key research questions.

Lessons Learned

The following major lessons may be relevant to future similar efforts:

1. The method of recruiting survey nominees for this study was new for HumRRO's independent evaluation and not entirely successful. The method had negative and positive results.

    a. We believed collecting e-mail addresses from CDE and building our participant database from replies would be an efficient way to reach our target population for this Web-based survey. However, CDE's data had many names with outdated contact information or LEA or school roles. In addition, relying primarily on e-mail communications resulted in a low nominee count. Had we had greater resources, our recruitment phase could have benefited from replacing sources of nominees who were no longer applicable members of the sample pool and following up with nonrespondents via phone.

    b. Using a Web-based application to obtain nominee contact information was substantially easier than asking LEA representatives and principals to e-mail or fax to HumRRO an Excel sheet with nominee information, as we did for earlier surveys. In addition to easing the data entry, our Web-based application linked the nominated person to his or her LEA or school.

2. Prior to this study, our most recent involvement with middle school educators was for the 2005 instruction study, which used printed surveys mailed to school principals and had a 40 percent middle school response rate. At the middle school level for this study, we had a much higher response rate of 72 percent using Web-based surveys. Our middle school data collection could have benefited from additional follow-up to obtain respondents for each survey type at the responding middle schools.

3. The length of the survey may have negatively impacted the response rates. Though our focus group discussion process asked participants if any specific questions or set of questions were not useful enough to include on the survey, or if there were any response choices that participants felt were unlikely to be used or not aligned with their experience, participants did not eliminate any questions and in fact added some response options. Participants may have been more likely to trim the survey down if we had asked about the importance of questions relative to other questions, rather than if they were generally important.

4. The survey was created based on interviews with educators, document reviews, focus groups, and input from several CDE staff members with roles related to educational assessment. Our survey content would have benefited from the input of CDE staff members who have a role in curriculum and instruction for ELs, who could have provided helpful guidance about what questions to ask teachers and principals with regard to teaching practice and professional development.

Summary of Key Survey Findings

This study was a limited small scale study with volunteer participants from LEAs and middle schools. The survey LEAs are not exactly representative of LEAs across the state as a whole, but they do offer the perspective of educators from LEAs that have relatively large populations of middle school EL students. As such, their responses provide the following insights, and perhaps offer ideas for future areas of study, about current local policies, practices, and opinions in the field with regard to ELs:

- A large proportion of all respondents (81%) reported having at least a moderate degree of familiarity with the 2012 California ELD Standards (Table 4.11), and a large proportion of classroom teachers (79%) reported that on most days they work with ELs to develop academic language (Table 4.38). One of the purposes of the revised ELD standards is to promote their use in tandem with the CCSS rather than in isolation from other content areas of instruction. The survey findings indicate a shift in understanding is occurring at the middle school level.

- Three fourths of principals, EL coordinators, and ELA teachers reported that decisions regarding placement of middle school EL students into ELA and ELD classes are made or reevaluated two or more times a year (Table 4.15), indicating ongoing monitoring of EL student progress.

- Most (63%) LEA EL coordinators, middle school principals, and middle school EL coordinators believe their local reclassification criteria are appropriate ("about right"), 28 percent believe the criteria are somewhat rigorous, 4 percent believe they are too lenient, and 2 percent believe they are too rigorous (Table 4.24).

- One third of LEA EL coordinators, middle school principals, and middle school EL coordinators indicated that there was a local policy or procedure in place specifically to encourage reclassification of middle school long term English learners (LTELs) (Table 4.26). These policies or procedures included monitoring and goal setting, additional instructional offerings, student and parent meetings, or alternative RFEP criteria (Table 4.27).

- Among respondents, a fairly high percentage are not at all or only slightly familiar with the overlap between content measured by the CAHSEE tests and content taught in middle school (46.4% for ELA, 39.9% for mathematics) (Tables 4.42 and 4.43). The CDE brochure, Information for Middle School Students and Their Parents or Guardians (2008), which is available in English and Spanish, 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.

Answers to Research Questions

The phase two survey results are able to shed some light on the relationships between specific programs, policies, or practices and eventual success on the CAHSEE or achievement of RFEP status, as established by our exploratory analyses using the CAHSEE ELA indicator and RFEP indicator. Before answering our research questions, we point out several caveats to keep in mind.

First, the classification of LEAs as higher- or lower-effective involved matching grade seven CELDT scores from the students of each LEA's middle schools 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 effectiveness or lack of effectiveness may not relate to instruction, policies, or practices within the LEA. Second, some respondents reported that significant changes had been implemented in the last three years with respect to support for EL services or EL student policies, practices, and programs. Finally, most LEAs in this study were represented by survey responses from a single middle school. Other middle schools within the LEA who did not respond to the survey might have provided a different view of the LEA's EL practices, contexts, and policies.

1. What are the variations across LEAs in policies for reclassifying EL students as Fluent English Proficient, and how might these variations relate to EL student achievement?

The Middle School EL Study was able to establish links between better than predicted CAHSEE performance and local requirements for two of the four criteria for middle school EL student reclassification: minimum overall CELDT score and teacher evaluation. Almost all higher-effective LEAs reported using Early Advanced as the minimum CLEDT overall score, but lower-effective LEAs reported using Intermediate, Early Advanced, or Advanced scores (Table 4.57). We also established links between improved rates of reclassification to RFEP status by grade ten and two of the four criteria for reclassification: minimum basic skills assessment scores and teacher evaluation. Higher-effective LEAs were more likely to have a minimum CST ELA or CMA ELA score below the middle of the Basic range (scale score of 325) than lower-effective LEAs were (Table 4.58).

As stated earlier in this chapter, negative consequences resulting from premature reclassification (students being mainstreamed before they are ready to be successful) are in tension with those of prolonged EL status (possible reduced access to core curriculum). EL students who are reclassified as RFEP may gain better access to other academic content areas than students remaining in EL status and thus do better on the CAHSEE and other measures of academic progress.

2. What are the variations across LEAs and middle schools with respect to course placement policies, and how might these relate to EL student achievement?

We found some evidence that three variations of input to middle school EL student placement into ELA and ELD courses are linked to improved rates of reclassification to RFEP status by grade ten: use of an LEA-specific assessment, use of ELA course grades from the prior term, and parent consultation. We found no evidence that variations in course placement policies were linked to CAHSEE performance.

3. What ELA and mathematics instructional strategies and supplemental materials do educators use with EL students, and how effective are they?

We found limited evidence that more frequent student engagement in one classroom activity, working to develop targeted skills based on assessment data, is inversely related to CAHSEE performance and to improved reclassification rates. We found evidence that more frequent student engagement in working with the teacher in guided writing processes is positively related to improved reclassification rates, but that more frequent student engagement in communicating key concepts orally is inversely related to improved reclassification rates. We found no evidence that the availability of certain supplemental materials was linked to CAHSEE performance or to improved rates of reclassification.

4. What types of professional learning opportunities are available to teachers of EL students, and to what degree is educator participation in them related to EL student achievement?

We found limited evidence that recent major emphasis on two topics for professional development activities, CA ELD standards and the CCSS ELA/Literacy Standards, is positively related to improved reclassification rates and to CAHSEE performance, respectively. We found limited evidence that moderate or major emphasis on two other topics for professional development activities, using multiple measures for EL assessment and studying how children learn a second language, is negatively related to CAHSEE performance. The latter finding is difficult to interpret without additional data.

Recommendations

We offer two recommendations informed by this limited study:

1. Alternate measurements of effectiveness may be developed that could classify the 53 LEAs and 60 middle schools that participated in the study and relate their responses to other evidence of effective instruction for EL students (e.g., prior years of STAR ELA and mathematics data). We acknowledge that LEAs and schools have unique EL populations and contexts that are undergoing continuous change, and therefore what is successful in one LEA or school may not necessarily be so in another LEA or school or even in the same LEA or school at a later point in time.
2. Further, more widespread data collection of LEA policies for reclassifying ELs to RFEP status and analysis of those local policies relative to RFEP rates and student achievement could inform revisions to SBE guidelines for reclassification and have a positive impact on EL access to and

engagement with grade-level academic content while they are learning English. During this time of great transition for ELs in the state, attention to RFEP policies will need to be accompanied by knowledge that English learners who have been reclassified may still have special linguistic and academic needs.

Chapter 5: Trends in Educational Achievement and Persistence During the CAHSEE Era

D. E. (Sunny) Becker

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 evaluation reports, we have gathered data from publicly available sources to inform this chapter. 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 other chapters in this report reflect data through the 2013–14 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 report reflect trends through the 2012–13 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 DataQuest 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 5.1 provides the official CDE explanation of the four-year adjusted cohort as described on the DataQuest Web site.

Table 5.1 provides the cohort outcome results, including both numbers and percentages of students, for the Class of 2013. Results are disaggregated by racial/ethnic category and other demographic groups (i.e., English learners [EL], migrant

education,[19] special education, and economically disadvantaged students [ED][20]). Inspection of Table 5.1 reveals that 80.4 percent of students in the Class of 2013 graduated, 11.4 percent dropped out, 7.4 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. Table 5.1 also indicates that 1,907 students opted against reporting their race/ethnicity. This represents only 0.3 percent of the total student population and will be omitted from subsequent tables that disaggregate students by race/ethnicity.

[19] The HumRRO evaluation first reported students in migrant education as a separate demographic group in the 2013 annual report. 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.

[20] Throughout this chapter we refer to demographic groups using the same terminology as the source. The sole exception is when cohort outcomes are reported in DataQuest as "socioeconomically disadvantaged students." We use the term "economically disadvantaged" (ED) students for consistency throughout this report.

1. Definitions Used in Producing Cohort Outcome Data

The definitions and business rules used to develop the 4-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).*

1.1. Adjusted Cohort

The 4-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 4-year time period (grade 9 through grade 12). The 4-year Adjusted Cohort includes students who enter 9th grade for the first time in the initial year of the 4-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 4-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
N470	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, 2014).

Figure 5.1. CDE definition of four-year adjusted cohort.

Table 5.1. Cohort Outcome Data for Class of 2013

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	**495,316**	**398,442**	**80.4%**	**56,711**	**11.4%**	**2,661**	**0.5%**	**36,470**	**7.4%**	**1,032**	**0.2%**	**100%**
Hispanic or Latino of Any Race	244,011	184,826	75.7%	33,948	13.9%	1,298	0.5%	23,450	9.6%	489	0.2%	100%
American Indian or Alaska Native, Not Hispanic	3,842	2,798	72.8%	668	17.4%	21	0.5%	345	9.0%	*	0.3%	100%
Asian, Not Hispanic	44,780	41,013	91.6%	2,066	4.6%	190	0.4%	1,482	3.3%	29	0.1%	100%
Pacific Islander, Not Hispanic	3,122	2,446	78.4%	444	14.2%	13	0.4%	211	6.8%	*	0.3%	100%
Filipino, Not Hispanic	14,113	12,920	91.6%	663	4.7%	66	0.5%	450	3.2%	14	0.1%	100%
African American, Not Hispanic	36,128	24,600	68.1%	7,126	19.7%	328	0.9%	3,961	11.0%	113	0.3%	100%
White, Not Hispanic	138,486	121,413	87.7%	10,292	7.4%	699	0.5%	5,756	4.2%	326	0.2%	100%
Two or More Races, Not Hispanic	8,927	7,541	84.5%	862	9.7%	43	0.5%	448	5.0%	33	0.4%	100%
Race/Ethnicity Not Reported	1,907	885	46.4%	642	33.7%	*	0.2%	367	19.2%	*	0.5%	100%
English Learners	91,241	57,529	63.1%	19,745	21.6%	963	1.1%	12,856	14.1%	148	0.2%	100%
Migrant Education	9,489	7,247	76.4%	1,395	14.7%	37	0.4%	791	8.3%	19	0.2%	100%
Special Education	54,580	33,779	61.9%	8,461	15.5%	2,620	4.8%	9,620	17.6%	100	0.2%	100%
Economically Disadvantaged	324,159	242,390	74.8%	46,869	14.5%	2,019	0.6%	32,050	9.9%	831	0.3%	100%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (retrieved on July 28, 2014).
An asterisk (*) appears in cells to protect student privacy where there are ten or fewer students.

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 5.1 were available for the Classes of 2010 through 2013. Table 5.2 simplifies the presentation of information from Table 5.1 to include only rates, and provides the rates of each outcome for each graduating class.

Table 5.2. Four-year Adjusted Cohort Outcome Data Rates for Classes of 2010 Through 2013

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	2013	80.2%	11.6%	0.5%	7.5%	0.2%
	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	2013	75.4%	14.1%	0.5%	9.8%	0.2%
	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	2013	72.6%	17.5%	0.5%	9.1%	0.3%
	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	2013	91.6%	4.7%	0.4%	3.3%	0.1%
	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	2013	78.4%	14.3%	0.4%	6.6%	0.3%
	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	2013	91.5%	4.8%	0.5%	3.2%	0.1%
	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	2013	67.9%	19.9%	0.9%	11.0%	0.3%
	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	2013	87.6%	7.6%	0.5%	4.1%	0.2%
	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	2013	85.0%	9.9%	0.5%	4.4%	0.3%
	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%

Demographic Group	Graduating Class	Cohort Graduation Rate	Cohort Dropouts Rate	Cohort Special Ed Completers Rate	Cohort Still Enrolled Rate	Cohort GED Completer Rate
English Learners	2013	63.1%	21.6%	1.1%	14.1%	0.2%
	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	2013	76.4%	14.7%	0.4%	8.3%	0.2%
	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	2013	61.9%	15.5%	4.8%	17.6%	0.2%
	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%
Economically Disadvantaged	2013	74.8%	14.5%	0.6%	9.9%	0.3%
	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%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (retrieved on July 28, 2014).

Table 5.2 provided information for several outcome analyses. In the following sections we discuss 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 discuss corroborating evidence.

Graduation Rates

One indicator that could conceivably be affected by the CAHSEE requirement is the high school graduation rate. Figure 5.2 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). The cohort also includes 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.

1.2. **4-year Adjusted Cohort Graduation Rate** - The four-year graduation rate is calculated by dividing the number of students in the 4-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 28, 2014).

Figure 5.2. CDE definition of four-year adjusted cohort graduation rate.

We examined graduation rates overall and separately for various demographic groups. Table 5.3 shows the four-year adjusted cohort graduation rates by demographic group. These are presented in order of declining graduation rate for the Class of 2013. The dashed horizontal line within Table 5.3 separates the racial/ethnic groups of students with graduation rates above and below the overall state rate of 80.4 percent. The overall graduation rate and the rate for each individual group increased from 2010 to 2013. Second, the graduation rates for three groups of students—Pacific Islander, Hispanic or Latino, 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. The graduation rate for American Indian/Alaska Native students was lower than the overall rate, but the rate increase lagged behind the state rate of 5.7 percent. Additional demographic groups are presented at the bottom of the table. Migrant students, English learners, economically disadvantaged students, and special education students are graduating at rates lower

than the state average. Rates are increasing more rapidly for economically disadvantaged students and English learners than the average.

Table 5.3. Four-Year Adjusted Cohort Graduation Rates by Demographic Group

Demographic Group	Four-year Adjusted Cohort				Increase in Graduation Rate (2013–2010)
	2010	2011	2012	2013	
Racial/Ethnic Groups					
Asian, Not Hispanic	89.0%	90.3%	91.0%	91.6%	2.6
Filipino, Not Hispanic	87.4%	89.9%	87.4%	91.6%	4.2
White, Not Hispanic	83.5%	85.7%	86.4%	87.7%	4.2
Two or More Races, Not Hispanic	83.2%	81.9%	84.3%	84.5%	1.3
Pacific Islander, Not Hispanic	72.3%	74.9%	76.8%	78.4%	6.1
Hispanic or Latino of Any Race	68.1%	71.4%	73.2%	75.7%	7.6
American Indian/Alaska Native	67.3%	68.5%	72.4%	72.8%	5.5
African American, Not Hispanic	60.5%	62.8%	65.7%	68.1%	7.6
Other Demographic Groups					
Migrant Education	71.1%	73.0%	74.3%	76.4%	5.3
Economically Disadvantaged	68.0%	71.1%	72.7%	74.8%	6.8
English Learners	56.4%	61.5%	61.6%	63.1%	6.7
Special Education	56.7%	59.5%	60.8%	61.9%	5.2
TOTAL	**74.7%**	**77.1%**	**78.5%**	**80.4%**	**5.7**

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).

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 2013 from their 2010 levels and gaps between some groups grew smaller. These graduation rates vary widely, from 68.1 percent among African American students to 91.6 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 has 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. Beginning with the Class of 2010, CDE began reporting a new "four-year adjusted cohort dropout rate."

Figure 5.3 provides the CDE definition of the four-year Adjusted Cohort Dropout Rate.

1.3. **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 28, 2014).

Figure 5.3. CDE definition of four-year adjusted cohort dropout rate.

Table 5.4 reports the new cohort dropout calculations for the Classes of 2010, 2011, 2012, and 2013. Racial/ethnic groups are ordered by descending dropout rate in the Class of 2013. The reader is reminded that Table 5.1 contains this information along with actual numbers of students in each group, for reference.

Inspection of Table 5.4 reveals that dropout rates have declined overall and for every demographic group reported. Overall dropout rates declined from 16.6 percent for the Class of 2010 to 11.4 percent for the Class of 2013. The percentage point decrease in dropout rates for some traditionally disadvantaged groups (e.g., African American, Hispanic, and English learners) exceed the statewide average, indicating that gaps are shrinking. However, disparities persist. Approximately a fifth of ELs (21.6%) and African American students (19.7%) in the Class of 2013 dropped out.

Table 5.4. CDE Four-Year Adjusted Cohort Dropout Rates by Demographic Group

Demographic Group	Four-Year Adjusted Cohort Dropout Rate				Decrease in Dropout Rate (2010–2012)
	Class of 2010	Class of 2011	Class of 2012	Class of 2013	
Race/Ethnicity					
African American (not Hispanic)	26.7%	25.3%	22.2%	19.7%	7.0
American Indian	22.1%	21.4%	18.5%	17.4%	4.7
Hispanic or Latino	20.8%	18.3%	15.8%	14.2%	5.4
Pacific Islander	19.6%	17.7%	16.2%	13.9%	6.9
Two or More Races (not Hispanic)	10.1%	11.1%	9.7%	9.7%	0.4
White	10.7%	8.9%	8.4%	7.4%	3.3
Asian American	7.2%	6.0%	5.4%	4.7%	3.1
Filipino	7.8%	6.4%	7.2%	4.5%	2.7
Other Demographic Groups					
English Learners	29.0%	24.8%	23.7%	21.6%	5.3
Special Education ‡	21.9%	19.0%	17.2%	15.5%	4.7
Economically Disadvantaged	20.1%	18.1%	16.4%	14.5%	3.7
State Totals	**16.6%**	**14.7%**	**13.2%**	**11.4%**	5.2

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).
‡Special education students in the Classes of 2010 through 2012 were exempt from the CAHSEE requirement.

Dropouts by Grade Level

Table 5.5 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 and declined slightly to 8.1 percent for the Class of 2013.

Table 5.5. CDE Dropout Counts by Grade Level for Classes of 2010 Through 2013

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%
2013	524,527	8,883 1.7%	12,516 2.4%	10,874 2.1%	42,373 8.1%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2014).

Figure 5.4 is a graphical representation of the same information presented in Table 5.5. 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.

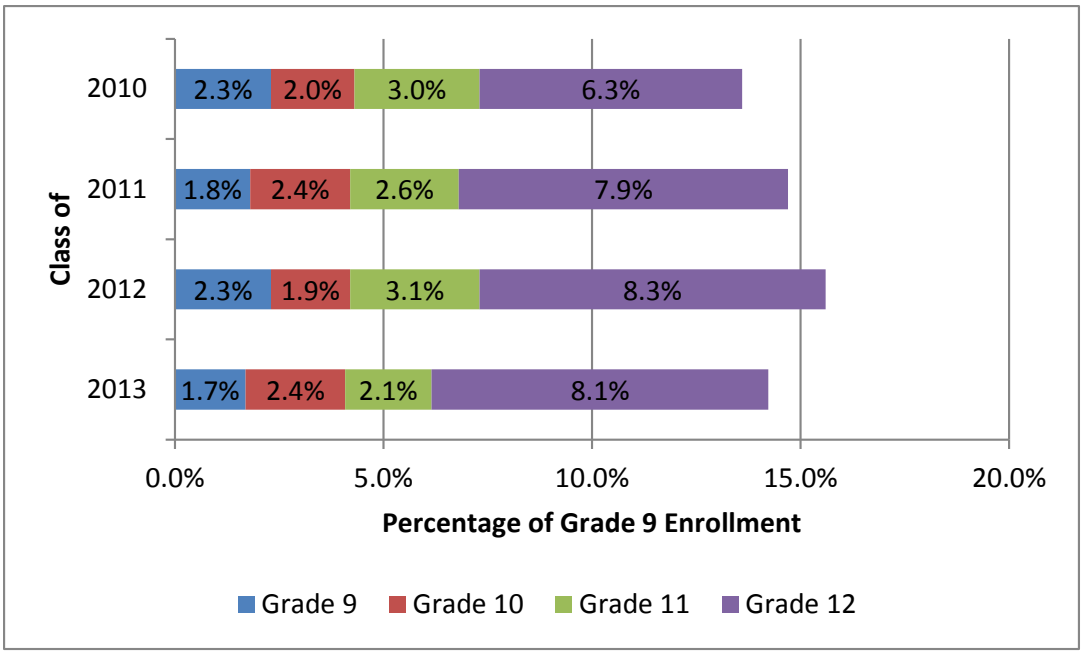


Figure 5.4. Dropout rates by grade level for classes of 2010 through 2013, based on percentage of grade nine enrollment.

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 5.6 and Figure 5.5 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 (from 5.6% to 5.7%) 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 2.5 percent in 2013–14.

Table 5.6. 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%
2013–14	2016	484,993	497,455	12,462	2.5%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).
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.

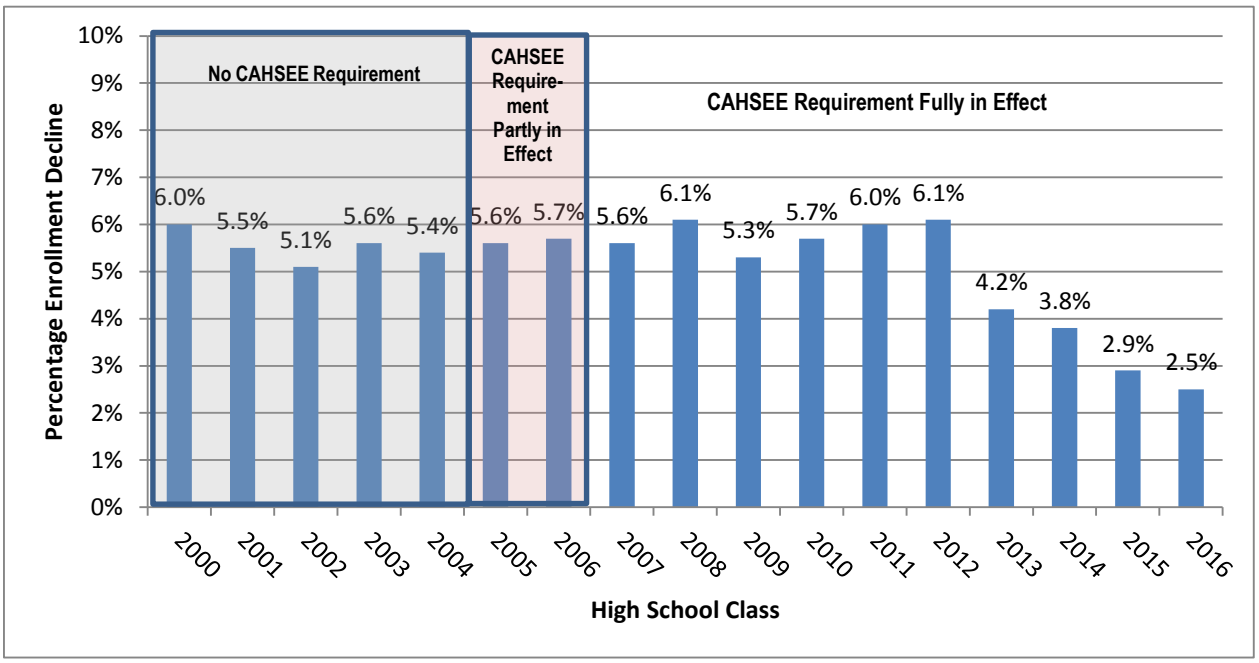


Figure 5.5. Enrollment declines between grades nine and ten by high school class.

Table 5.7 and Figure 5.6 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 its lowest point of 1.9 percent for the Class of 2015.

Table 5.7. 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%
2013–14	2015	477,425	486,498	9,073	1.9%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).
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.

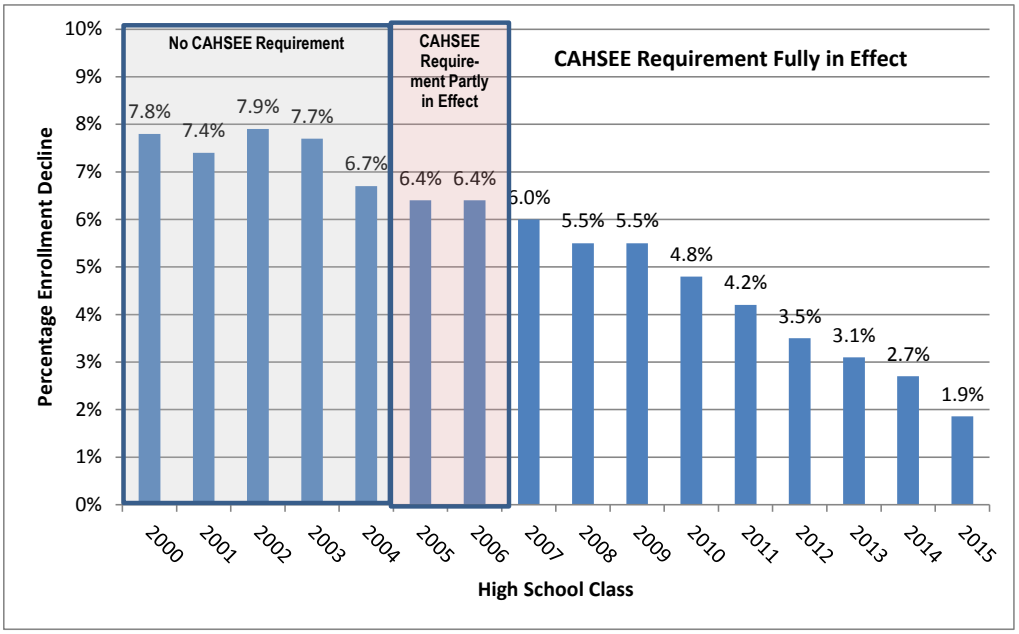


Figure 5.6. Enrollment declines from grade ten to grade eleven by high school class.

Table 5.8 and Figure 5.7 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 3.5 percent enrollment increase for the Class of 2014. 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 5.8. Enrollment Patterns Between Grades Eleven and Twelve

School Year	High School Class	Grade 12 Enrollment	Prior Year's Grade 11 Enrollment	Decrease	
				Number	Percent
1999–2000	2000	347,813	390,742	42,929	11.0%
2000–01	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	-2.40%
2013–14	2014	498,403	481,531	-16,872	-3.50%

Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).
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.

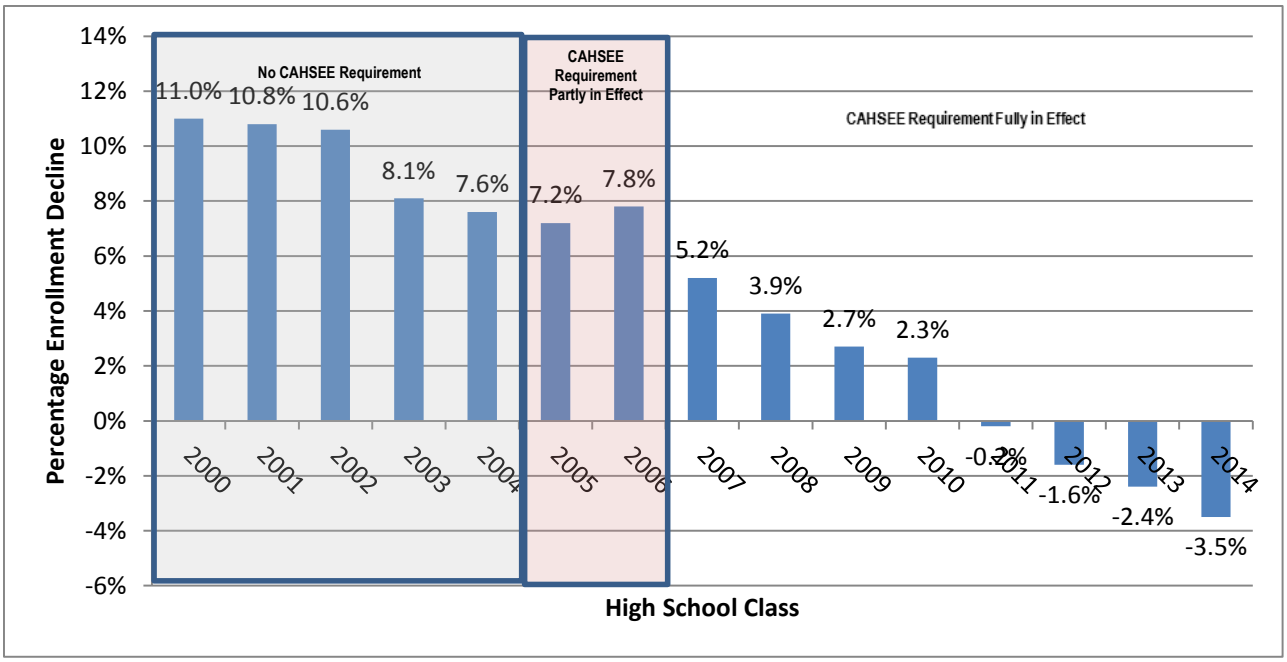


Figure 5.7. Enrollment patterns from grade eleven to grade twelve by high school class.

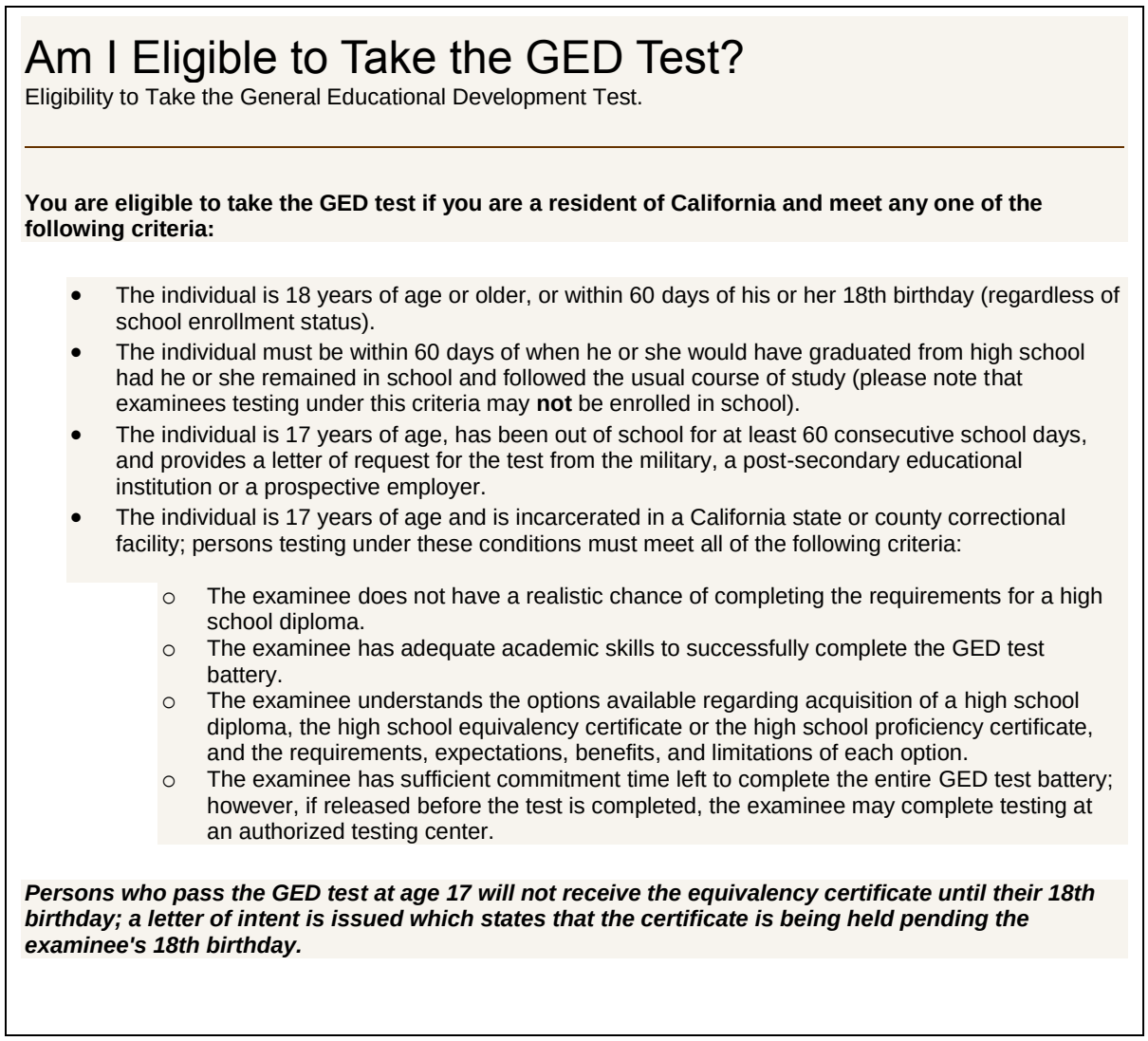
Dropout Rates: Summary

We examined four-year adjusted cohort dropout rates among high school students in the classes of 2010 through 2013. We found that the dropout rates, while substantial, declined overall and for every demographic group. Dropout rate gaps between demographic groups also declined.

We analyzed enrollment trends by graduation class cohort from the Class of 2000 through the fall 2013 enrollment counts. The fall enrollment numbers for the 2013–14 school year reflect the lowest grade-by-grade reductions during the period reported here, and in fact show increasing gains in the numbers of grade twelve students in the Classes of 2011 through 2014.

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 5.8 contains the CDE Web site description of who is eligible to take the GED test. Figure 5.9 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.

Figure 5.8. Characteristics of people eligible to take the GED Test.

1.4. **4-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 28, 2014).

Figure 5.9. CDE definition of four-year adjusted cohort GED passer rate.

Table 5.9 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 2013 (0.2%) earned a GED. The racial/ethnic groups in Table 5.9 are sorted in descending order of 2013 rate. The groups above the dashed line (i.e., two or more races, American Indian, African American, and Pacific Islander students) earned GED certificates at rates greater than the statewide rate of 0.2 percent in 2013. Among the other demographic groups presented, only economically disadvantaged students earn GEDs at a higher rate than the state average.

Table 5.9. Four-Year Adjusted Cohort GED Rates by Demographic Group

Demographic Group	Four-Year Adjusted Cohort				Decrease in GED Rate
	2010	2011	2012	2013	(2010–2013)
Racial/Ethnic Groups					
Two or More Races (not Hispanic)	0.3%	0.5%	0.4%	0.4%	-0.1
American Indian	0.4%	0.4%	0.4%	0.3%	0.1
African American (not Hispanic)	0.5%	0.3%	0.3%	0.3%	0.2
Pacific Islander	0.5%	0.1%	0.3%	0.3%	0.2
White	0.4%	0.3%	0.3%	0.2%	0.2
Hispanic or Latino	0.4%	0.2%	0.2%	0.2%	0.2
Filipino	0.2%	0.1%	0.1%	0.1%	0.1
Asian American	0.1%	0.1%	0.1%	0.1%	0.0
Other Demographic Groups					
Economically Disadvantaged	0.4%	0.3%	0.3%	0.3%	0.1
English Learners	0.3%	0.2%	0.2%	0.2%	0.1
Special Education	0.4%	0.3%	0.2%	0.2%	0.2
Migrant Education	0.3%	0.3%	0.2%	0.2%	0.1
OVERALL	0.4%	0.3%	0.2%	0.2%	0.2

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).

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 5.10 presents the CDE definition of the four-year adjusted Special Education Certificate of Completion rate.

1.5. **4-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 28, 2014).

Figure 5.10. CDE definition of four-year adjusted cohort special education certificate of completion rate.

Table 5.10 presents the rates at which special education students obtain a certificate of completion. The table indicates that 4.8 percent of special education students in the Class of 2013 earned a certificate and 0.5 percent of the total statewide student population did so that year. Inspection of the table reveals that the rate of African American and English Learners and economically disadvantaged certificate holders exceed the statewide average in 2013.

Table 5.10. 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	2013	
Racial/Ethnic Groups					
African American (not Hispanic)	0.7%	0.8%	0.9%	0.9%	0.2
Two or More Races (not Hispanic)	0.3%	0.4%	0.6%	0.5%	0.2
Hispanic or Latino	0.4%	0.5%	0.6%	0.5%	0.1
American Indian	0.8%	0.6%	0.6%	0.5%	-0.3
White	0.4%	0.5%	0.5%	0.5%	0.1
Filipino	0.4%	0.4%	0.5%	0.5%	0.1
Pacific Islander	0.4%	0.2%	0.6%	0.4%	0.0
Asian American	0.2%	0.3%	0.3%	0.4%	0.2
Other Demographic Groups					
Special Education	3.5%	3.9%	4.7%	4.8%	1.3
English Learners	0.7%	0.7%	1.0%	1.1%	0.4
Economically Disadvantaged	0.5%	0.5%	0.6%	0.6%	0.1
Migrant Education	0.6%	0.5%	0.6%	0.4%	-0.2
OVERALL	0.4%	0.5%	0.6%	0.5%	0.1

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).

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 5.11 presents the CDE definition of the Four-Year Adjusted Cohort Still Enrolled Rate.

> 1.6. **4-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 28, 2014).

Figure 5.11. CDE definition of four-year adjusted cohort still enrolled rate.

Table 5.11 shows the rates of students enrolled past their twelfth grade year. Overall, the rate has held quite steady for the past three years. In the Class of 2013, across the state, 7.4 percent of students continued high school. The dashed line in the racial/ethnic portion of the table indicates that African American, Hispanic or Latino, and American Indian students continue enrollment at a higher rate than the state average. Continuation rates of EL, economically disadvantaged, special education, and migrant education students also exceed the overall state rate.

Table 5.11. Four-Year Adjusted Cohort Still Enrolled Rates by Demographic Group

Demographic Group	Four-year Adjusted Cohort				Change in Still Enrolled Rate (2013–2010)
	2010	2011	2012	2013	
Racial/Ethnic Groups					
African American (not Hispanic)	11.5%	10.7%	10.9%	11.0%	-0.5
Hispanic or Latino	10.3%	9.6%	9.8%	9.6%	-0.7
American Indian	9.5%	9.1%	8.1%	9.0%	-0.5
Pacific Islander	7.1%	7.0%	6.3%	6.8%	-0.3
Two or More Races (not Hispanic)	6.4%	6.1%	5.1%	5.0%	-1.4
White	4.9%	4.7%	4.4%	4.2%	-0.7
Filipino	4.2%	3.3%	3.3%	3.2%	-1.0
Asian American	3.4%	3.2%	2.9%	3.3%	-0.1
Other Demographic Groups					
Special Education	17.5%	17.4%	17.2%	17.6%	0.1
English Learners	13.6%	12.8%	13.5%	14.1%	0.5
Economically Disadvantaged	10.9%	9.9%	10.0%	9.9%	-1.0
Migrant Education	9.2%	8.7%	8.5%	9.3%	0.1
OVERALL	7.9%	7.4%	7.5%	7.4%	-0.5

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 29, 2014.

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 5.12 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 2012–13. Among graduates, the rate of completing A–G courses varies widely, from 26.2 percent among American Indian/Alaska Native students to 67.7 percent among Asian students. The rate of completion overall and for every group increased between the 2004–05 and the 2012–13 school years. Nearly two-fifths (39.4 %) of the graduates of the Class of 2013 completed the course requirements to enter a UC or CSU school.

Table 5.12. Trends in Percentages of Graduates Completing Minimum Coursework (A–G Courses) for Entry into UC or CSU systems

Demographic Group	School Year								
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Racial/Ethnic Groups									
Asian	58.7%	60.2%	59.8%	59.2%	59.3%	61.4%	63.0%	66.8%	67.7%
Filipino	46.6%	45.4%	45.7%	44.8%	45.8%	47.9%	50.0%	52.6%	54.4%
White	40.9%	40.5%	39.5%	39.8%	40.5%	41.7%	43.9%	45.5%	47.1%
Two or More Races	N/A	N/A	N/A	N/A	40.1%	42.3%	43.7%	46.0%	46.8%
Pacific Islander	27.7%	28.9%	28.1%	27.4%	29.5%	31.2%	32.1%	31.7%	34.8%
African American (not Hispanic)	25.2%	25.6%	26.5%	23.3%	26.8%	28.3%	27.5%	28.6%	29.2%
Hispanic	24.1%	25.6%	25.2%	22.5%	25.5%	27.3%	26.7%	28.0%	29.1%
American Indian/ Alaska Native	23.0%	23.6%	23.6%	25.7%	23.8%	25.5%	24.8%	24.9%	26.2%
Other Demographic Groups									
Economically Disadvantaged	N/A	N/A	26.5%	21.0%	19.6%	20.6%	22.1%	24.7%	30.0%
Migrant Education	N/A	N/A	28.5%	23.6%	29.1%	25.7%	27.4%	29.6%	25.0%
English Learners	N/A	N/A	26.0%	21.3%	23.6%	23.5%	21.4%	22.7%	8.9%[A]
Special Education	N/A	N/A	6.4%	7.2%	9.0%	8.1%	6.0%	8.3%	N/A
State Total	**35.2%**	**36.1%**	**35.5%**	**33.9%**	**35.3%**	**36.3%**	**36.9%**	**38.3%**	**39.4%**

Source: Derived from CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).

[A] Per personal correspondence with CBEDS staff, this calculation changed in 2012-13 from EL + RFEP to EL only.

College Entrance Examination Participation and Performance

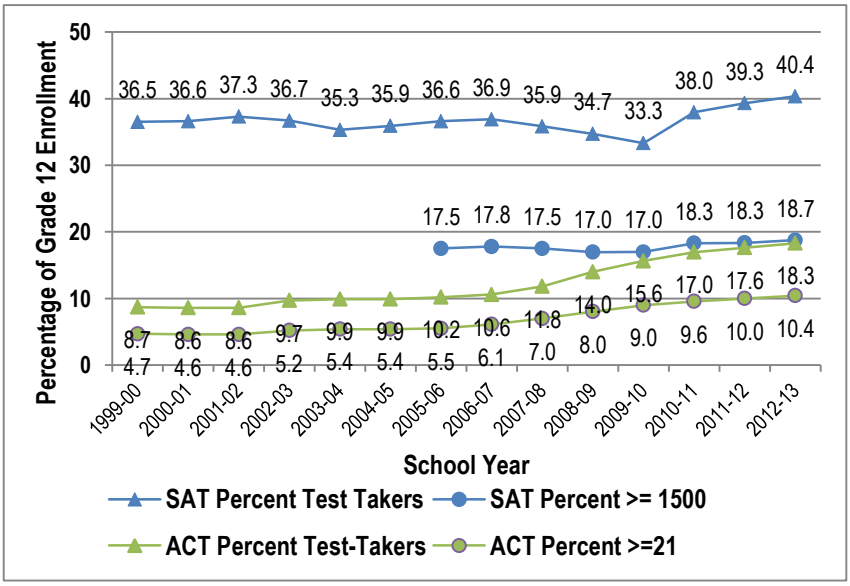
The level of student aspirations for education beyond high school is reflected in the proportion of students who sit for college entrance examinations. College readiness can also be examined by looking at the performance of students who take such tests. These two factors are confounded, in that higher 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 5.12 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 (upper [blue] line of triangles) or the ACT (lower [green] line of triangles). More than 40 percent of the Class of 2013 took the SAT and nearly 19 percent took the ACT. This was an increase in SAT and ACT participation relative to the previous year.

Figure 5.12 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 (upper, blue circles) or 21 (out of a possible 36) on the ACT (lower, green circles), respectively.[21] The percentage of students attaining the designated score on the SAT increased to a peak of 18.7 percent in 2012–13. Student ACT performance continued its upward trajectory to a peak of 10.4 percent of students in 2012–13 reaching an ACT score of at least 21.



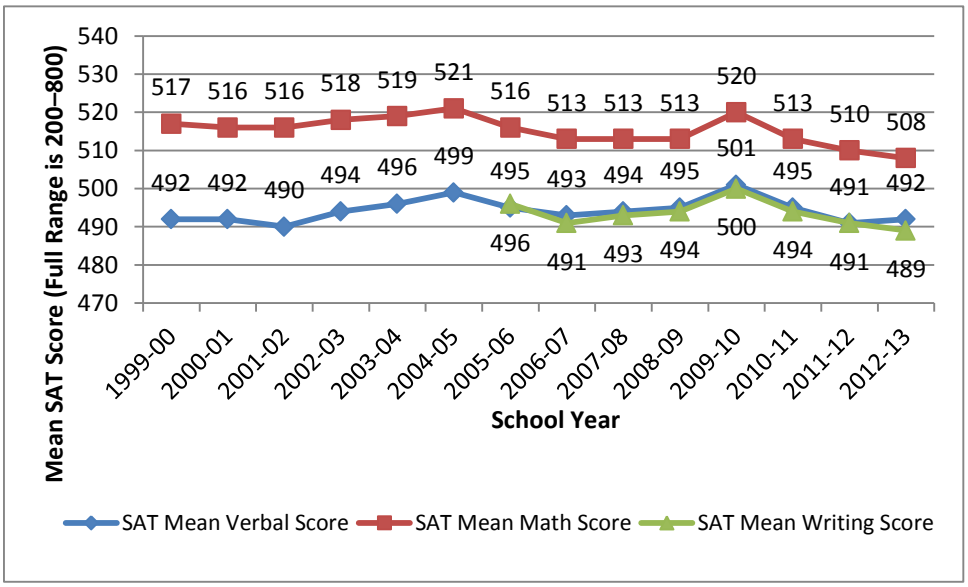
Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).
Note. Prior to 2005–06 CDE reported the percentage of students achieving a combined SAT Verbal and Mathematics score of 1,000. SAT Writing was introduced in 2006; in 2005–06 CDE changed its reporting to a combined Verbal, Mathematics, and Writing score. The latter metric is reported here.

Figure 5.12. 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 5.13 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

[21] 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.

2012. Math and Writing scores decreased further in 2013, but verbal scores increased slightly. SAT writing was introduced in 2006.

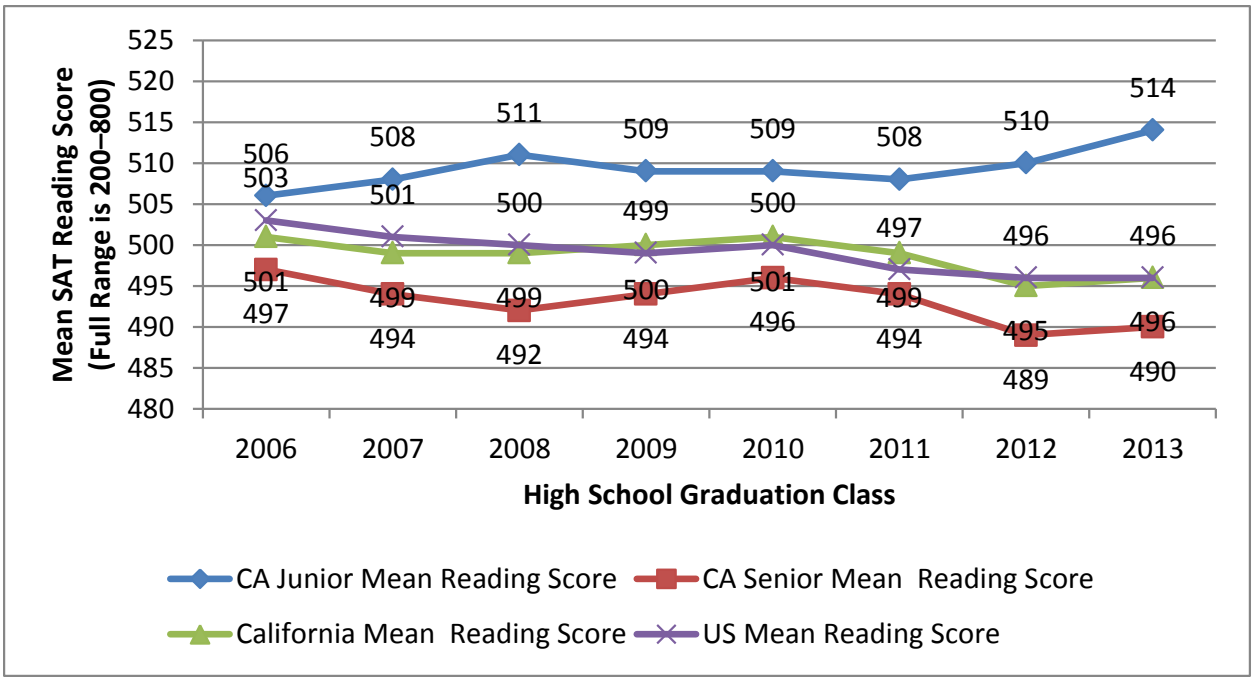


Source: CDE DataQuest. http://data1.cde.ca.gov/dataquest (accessed July 28, 2014).

Figure 5.13. SAT mean math, verbal, and writing scores over time.

Figures 5.14 and 5.15 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.

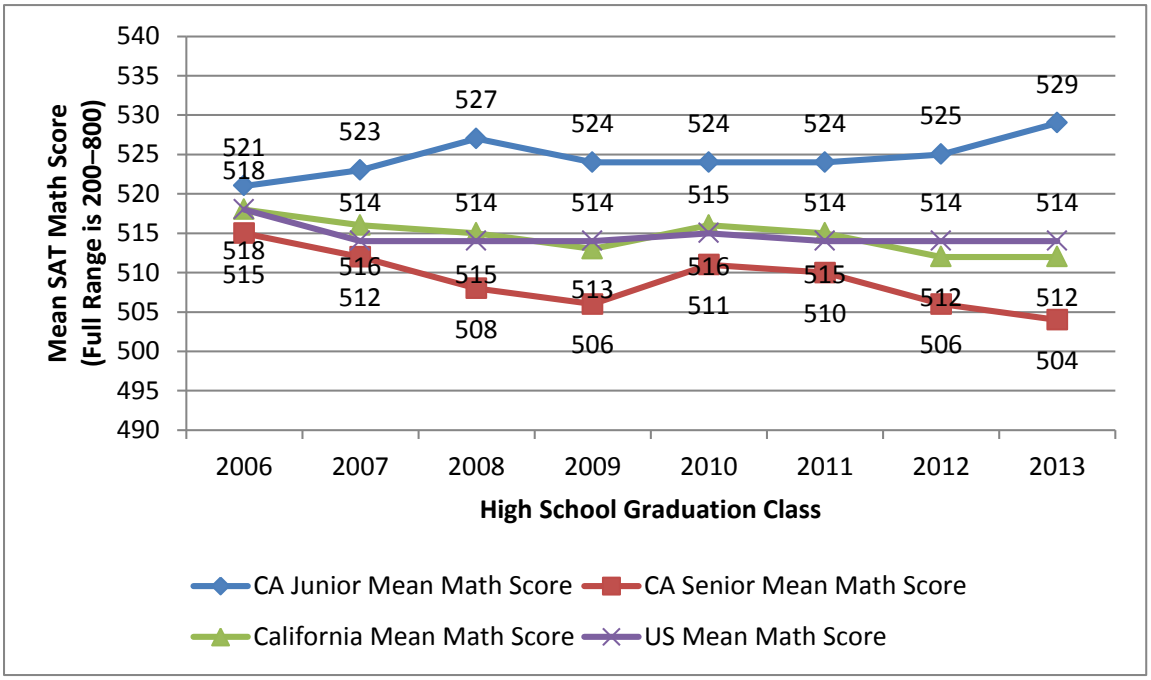
Figure 5.14 illustrates differences between the mean SAT critical reading scores for all California junior-year test takers (upper, blue diamonds) compared to all California senior-year test takers (lower, red squares) over time, with juniors maintaining a higher mean performance on the test for all the years shown (Class of 2006 through 2013). The greatest difference between mean SAT critical reading scores occurred in the Class of 2013, with junior test takers outscoring senior test takers by 24 points (514 vs 490, respectively). In 2013 the overall California mean SAT reading score (496) was identical to the national mean score.



Source: CDE Source: http://professionals.collegeboard.com/data-reports-research/sat (accessed July 28, 2014).

Figure 5.14. SAT mean critical reading scores over time, by grade taken.

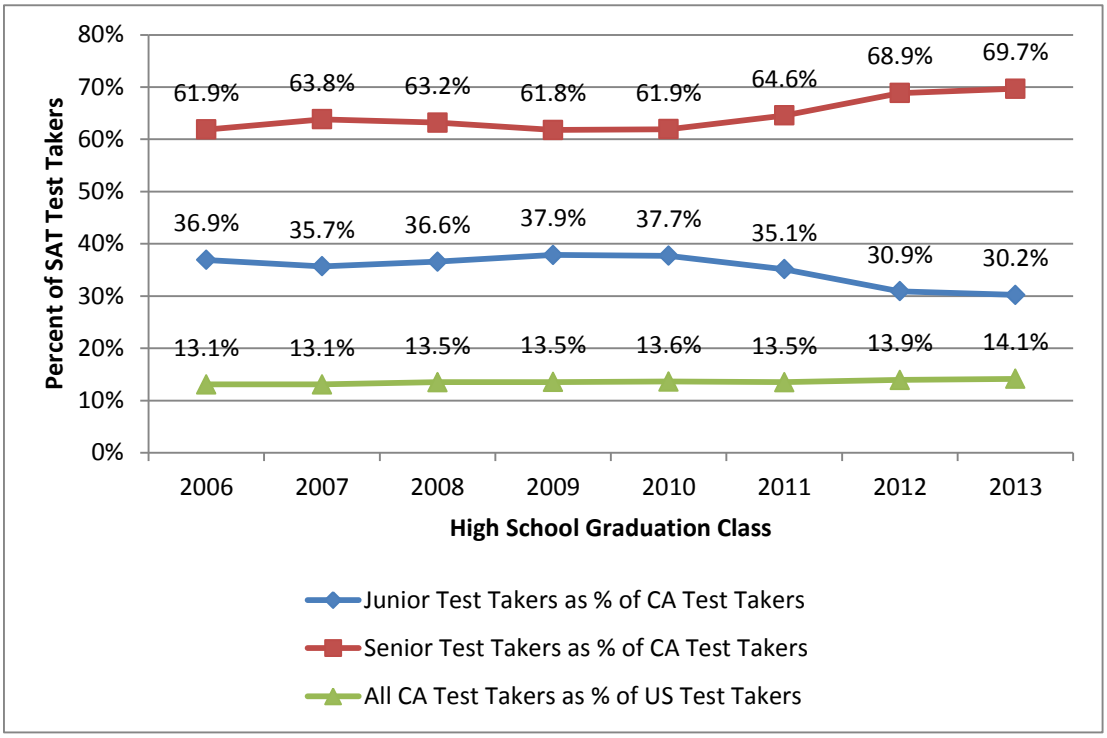
Figure 5.15 illustrates a similar comparison for mean SAT math scores, with juniors (upper, blue diamonds) scoring higher on the test than senior test takers (lower, red squares) for all classes shown. The overall California mean SAT math score is within two points of the national mean score for all classes shown.



Source: http://professionals.collegeboard.com/data-reports-research/sat (accessed July 28, 2014).

Figure 5.15. SAT mean math scores over time, by grade taken.

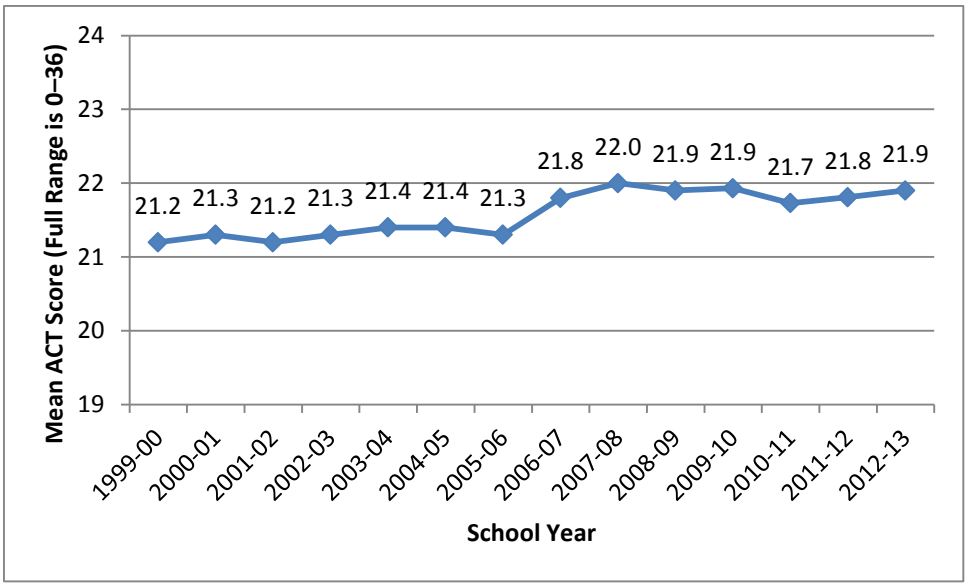
Figure 5.16 presents the percentage of California students that took the SAT for the last time in their junior year or their senior year. The percentage of senior test takers hovers around almost two-thirds of each class (69.7% in 2013), and junior test takers account for slightly less than one-third of each class (30.2% in 2013). 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 28, 2014).

Figure 5.16. Percentage of SAT test takers over time, by grade taken.

Turning to ACT scores, Figure 5.17 shows mean California public school students' scores on the ACT examination over the period from 1999 through 2013. 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. There have been slight increases over the past two years, up to 21.9 percent in 2012–13. 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 29, 2014.

Figure 5.17. 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[22]. For the Class of 2013, according to ACT, the ACT test participation rate by graduates from California high schools (public and private) was 26 percent, an increase of 1 percent from the Class of 2012 and 4 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 Class of 2013, California ranked thirteenth lowest in ACT participation compared to all other states. The mean ACT composite score of California high school graduates from the Class of 2013 was 22.2, a slight increase from the Class of 2011 and 2012 mean score of 22.1. Nationwide, 54 percent of all high school graduates in the Class of 2013 took the ACT, a participation increase of 5 percent from the Class of 2011 and 7 percent from the Class of 2010. The national mean composite high school graduate score on the ACT was 20.9 for the Class of 2013, a slight decrease from the mean of 21.1 for the Class of 2012 and the Class of 2011.

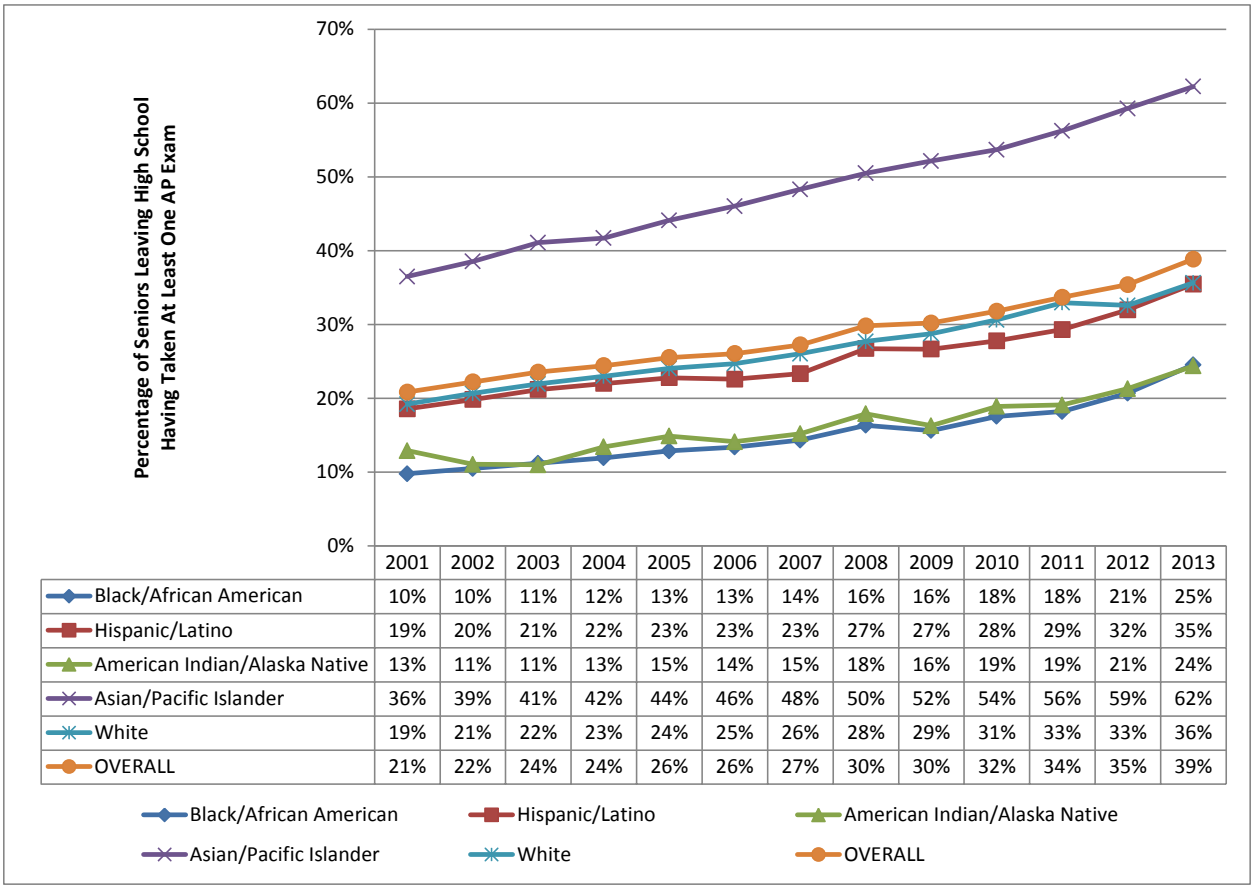
AP Test Achievement

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

[22] *Enrollment Management Trends Report 2012, The Condition of College and Career Readiness 2013* report, and ACT National and State Scores Web pages (http://www.act.org/newsroom/data/2013/states.html).

students to attend postsecondary education. 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 5.18 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, with the rate rising steadily from 21 percent in the Class of 2001 to 39 percent in the Class of 2013. Each additional line represents a single racial/ethnic group. Every group increased participation over time.



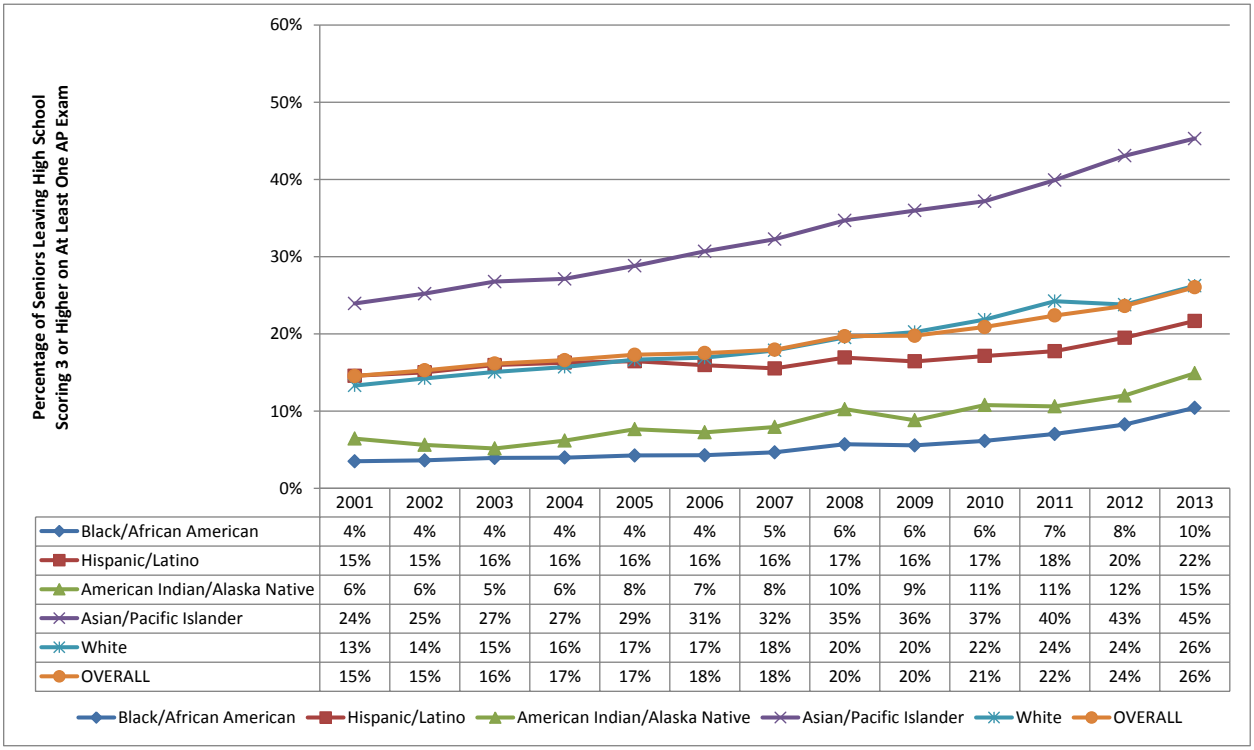
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Black/African American	10%	10%	11%	12%	13%	13%	14%	16%	16%	18%	18%	21%	25%
Hispanic/Latino	19%	20%	21%	22%	23%	23%	23%	27%	27%	28%	29%	32%	35%
American Indian/Alaska Native	13%	11%	11%	13%	15%	14%	15%	18%	16%	19%	19%	21%	24%
Asian/Pacific Islander	36%	39%	41%	42%	44%	46%	48%	50%	52%	54%	56%	59%	62%
White	19%	21%	22%	23%	24%	25%	26%	28%	29%	31%	33%	33%	36%
OVERALL	21%	22%	24%	24%	26%	26%	27%	30%	30%	32%	34%	35%	39%

Source: College Board Web site. http://apreport.collegeboard.org/report-downloads (accessed July 29, 2014).

Figure 5.18. AP participation rates over time, by race/ethnicity and overall.

While Figure 5.18 reflects participation in AP examinations, figure 5.19 provides a measure of success by reporting the percentage of seniors in each graduating class

that earned a score of 3 or greater[23] 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 2013. 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 45 percent over this period.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Black/African American	4%	4%	4%	4%	4%	4%	5%	6%	6%	6%	7%	8%	10%
Hispanic/Latino	15%	15%	16%	16%	16%	16%	16%	17%	16%	17%	18%	20%	22%
American Indian/Alaska Native	6%	6%	5%	6%	8%	7%	8%	10%	9%	11%	11%	12%	15%
Asian/Pacific Islander	24%	25%	27%	27%	29%	31%	32%	35%	36%	37%	40%	43%	45%
White	13%	14%	15%	16%	17%	17%	18%	20%	20%	22%	24%	24%	26%
OVERALL	15%	15%	16%	17%	17%	18%	18%	20%	20%	21%	22%	24%	26%

Source: College Board Web site. http://apreport.collegeboard.org/report-downloads (accessed July 29, 2014).

Figure 5.19. Percentage of seniors leaving high school with scores of 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 for every racial/ethnic group increased from 2004–05 to 2012–13. Over one-third of the Class of 2013 (39.4%) completed the course requirements to enter a UC or CSU school. While rates for every demographic group increased, the rates continue to vary widely. In 2012–13 over two-thirds of Asian students (67.7%) completed A–G courses, but only a quarter of American Indian/Alaska Native students (26.2%) did so.

The percentage of California public high school seniors taking the SAT examination increased over time to 40.4 percent in 2012–13. Over the same time period

[23] 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.

the percentage of students achieving a score of 1500 or better increased to 18.7 percent. Participation on the ACT rose to an all-time high of 18.3 percent in 2012–13 and the percentage of students achieving a score of 21 or better peaked at 10.4 percent. On the SAT, however, the trend in mean scores declined from a peak in 2009–10 while the ACT recovered from a similar dip to again reach its 2009–10 level. 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. Similar to findings on completion of A–G courses as well as participation and performance in SAT and ACT examinations, the 2012–13 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 2013. More than a third of the 2013 graduating class (39%) took at least one AP examination and more than one-quarter (26%) 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, onward are of particular import.

High school graduation rates form an important indicator of the health of the educational system. More than four-fifths of students in the Class of 2013 (80.4%) graduated with a diploma, an increase from 74.7 percent three years earlier. We found that graduation rates for all demographic groups increased in 2013 from their 2010 levels and gaps between groups grew smaller. Despite the reductions in gaps, substantial differences in graduation rates remain, from 68.1 percent among African American students to 91.6 percent for Asian students.

The statewide four-year adjusted cohort dropout rate decreased from 16.6 percent for the Class of 2010 to 11.4 percent for the Class of 2013. These dropout rates declined for every demographic group studied. The percentage point decrease in dropout rates for some traditionally disadvantaged groups (e.g., African American, Hispanic, and English learners) exceed the statewide average, indicating that gaps are shrinking. However, disparities persist. Nearly a fifth of English learners (21.6%) and African American students (19.7%) in the Class of 2013 dropped out. As noted in previous annual evaluation reports, 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 2013; in fact the number of grade twelve students in the Classes of 2011 through 2014 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 continued their upward trends for the Class of 2013 relative to previous cohorts. On the SAT, the trend in mean scores of students in public schools declined from a peak in 2009–10 but when students in private schools are included, scores of juniors increased in both reading and math, while scores of seniors were mixed. A given student may take the SAT, the ACT, or both. We cannot determine the overlap between the SAT and ACT examinee groups.

Nearly two-fifths of the graduates in the Class of 2013 successfully completed the A–G courses required by the University of California and California State University systems, continuing a steady five-year climb. Rates varied widely among racial/ethnic groups. Participation for all demographic groups in Advanced Placement examinations increased in 2013, as did measures of success on the AP. More than a third of the 2013 graduating class (39%) took at least one AP examination and more than one quarter of the graduating class (26%) achieved a score of 3 or better on at least one AP examination.

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Chapter 6: 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 2013–14 evaluation activities included:

- Analyses of 2013–14 test results (Chapter 2),
- Review and analyses of indicators of CAHSEE test quality, including test administration and consistency of scoring (Chapter 2),
- Analyses of student questionnaire responses (Chapter 3),
- Results from phase two of a special study of how policies, practices, and programs for middle school English Learners (EL) impact CAHSEE success rates (Chapter 4),
- Examination of other indicators of student achievement and success (Chapter 5).

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 2013–14 Test Results (Chapter 2)

This year we examined two main aspects of CAHSEE test quality: (a) school site adherence to established standardized test administration policies and procedures, and (b) consistency in essay scoring and test form scoring decision points.

Key Finding 2.1: In general, test administrations are conducted in accordance with standard procedures; however, improvements in providing test variations could be made.

With regard to test administration observations, the two sites we observed complied with most standard procedures and implemented the new examiner scripts and protocols to improve test security by controlling students' use of electronic devices. We do recommend CDE provide LEAs and schools with additional guidance regarding the use of glossaries for English learners.

Key Finding 2.2: HumRRO found no significant problems with test 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 did increase slightly and ETS continues to assemble test forms of comparable difficulty. We did not identify any significant concerns about the validity of the CAHSEE scores.

Key Finding 2.3: Performance on the CAHSEE continues to improve, but remains low for English learners and Students with Disabilities (SWD).

CAHSEE test results show significant increases in students' competency in targeted skills since the implementation of the CAHSEE requirement. As shown in Table 2.20, 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 2014. Similarly, as shown in Table 2.31, overall passing rates for grade ten students taking the CAHSEE have increased steadily from 65 percent for the Class of 2008 (tested in 2006) to nearly 76 percent for the Class of 2016 tested in 2014. As shown in Table 2.31 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.

Key Finding 2.4: 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.

Another 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 20,500 general education students in the Class of 2013 who did not complete the CAHSEE requirement by the end of grade twelve, nearly 9,000 took the CAHSEE one or more times in 2013−14. More than 2,800 completed the CAHSEE requirement, as shown in Table 2.41. Also nearly 3,300 general education students in the Class of 2012 who had not yet passed the CAHSEE continued to try to pass it last year and almost 1,000 did pass (Table 2.38) two years after their original graduation date. Finally, more than 1,600 general education students from the Class of 2011 took the CAHSEE last year, more than two years after their original graduation date, and more than 400 of them completed the CAHSEE requirement (Table 2.35). Perseverance and success in a fifth year of high school is summarized in Table 2.44.

Key Finding 2.5: More high school students are taking mathematics courses beyond Algebra I.

An additional 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 2.33, the percentage of students taking mathematics courses beyond Algebra I by grade ten has increased from 64 percent for the Class of 2008 to 77 percent for this year's grade ten students in the Class of 2016. 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 49 percent—for students with disabilities. Here too, however, significant gaps exist. Analyses show that fewer SWD (49%), English learners (55%), economically disadvantaged (ED) students (72%), Native American (66%), African American (72%), and Hispanic (72%) students are taking advanced mathematics courses by grade ten than white (81%) and Asian (92%) grade ten2890 students.

Key Finding 2.6: The effectiveness of English language development programs appears to be improving.

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 by the time they take the CAHSEE in grade ten.

Key Finding 2.7: 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. Passing rates for grade ten SWD have increased from the Class of 2006 to the Class of 2016 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 decreased somewhat in 2010 when the CAHSEE exemption was reinstated for these students. This year, the cumulative grade twelve passing rate for SWD is back up to 57 percent.

Student Questionnaire Responses (Chapter 3)

Key Finding 3.1: 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 on the CAHSEE are positive and are either staying consistent or improving over time. Most students report adequate exposure to CAHSEE content (Table 3.18) and question types (Table 3.20), and felt they did as well as they could on the test (Table 3.17). A new question added this year found that more than half of students felt they learned study skill and test-taking skills in middle school that helped them do well on the CAHSEE (Table 3.7). In addition, most students expect to attend a four-year or two-year college after graduating high school (Table 3.14) and most

expect to graduate high school with the rest of their class or earlier (Table 3.9). Student responses after taking the ELA exam tended to be slightly more positive than those of students who had just taken the mathematics exam. The results were very similar to previous years, with SWD and EL students most likely to say they were unfamiliar with CAHSEE content and item types, particularly students who were designated both EL and SWD (Tables 3.32 and 3.33). Results suggest there are also differences in reported content exposure depending on gender, or whether one is classified as economically disadvantaged (ED) or not. Particularly, males and those who are classified as ED report less exposure to CAHSEE content than females or those who are not classified as ED, respectively (Tables 3.32 and 3.33).

Key Finding 3.2: Many students who are still attempting to meet the CAHSEE requirement in grade twelve are increasingly concerned with the possibility the CAHSEE will be a barrier to graduating, compared to their concerns in grade ten. Also, most grade twelve students still attempting to pass the CAHSEE no longer plan to attend a four-year college compared to the proportion who planned to do so in grade ten, but most still expect to attend community college.

In 2014, 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 2012 (see Table 3.35)

A higher percentage of grade 12 students who were still taking the CAHSEE in 2014 responded that they would attend a community college after high school in 2014 than did in 2012. 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 3.36).

Middle School English Learner Study (Chapter 4)

The Middle School English Learner study was conducted on a small scale with volunteer educators from Local Educational Agencies (LEAs) and middle schools. The survey LEAs are not exactly representative of LEAs across the state as a whole, but they do offer the perspective of educators from LEAs that have relatively large populations of middle school EL students. Though the survey findings must be interpreted with caution, they have potential as important areas of study about current local policies, practices, and opinions in the field with regard to ELs:

Key Finding 4.1: A large proportion of all survey respondents (81%) reported having at least a moderate degree of familiarity with the 2012 California English Language Development (ELD) Standards (Table 4.11).

One of the purposes of the revised ELD standards is to promote their use in tandem with the Common Core State Standards (CCSS) rather than in isolation from other content areas of instruction. Our analyses of survey responses from educators in

53 LEAs revealed a widespread awareness of the CA ELD Standards, a crucial first step along the path to local implementation.

Key Finding 4.2: A substantial proportion of survey respondents are not at all or only slightly familiar with the overlap between content measured by the CAHSEE tests and content taught in middle school (46% for ELA, 40% for mathematics) (Tables 4.42 and 4.43).

This finding is of concern, because educators of middle school English learners should be aware that grade level progress in ELA and mathematics is critical to the students' future performance on the CAHSEE. CDE developed a brochure, Information for Middle School Students and Their Parents or Guardians (2008), which 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.

Key Finding 4.3: One third of LEA EL coordinators, middle school principals, and middle school EL coordinators indicated that they have a local policy or procedure in place specifically to encourage reclassification of long term English learners (LTELs) (Table 4.25).

The policies or procedures reported as being specifically for LTEL students include monitoring and goal setting, additional instructional offerings, student and parent meetings, or alternative Reclassified Fluent English Proficient (RFEP) criteria (Table 4.27). While this is a positive finding in one sense, it would be more encouraging if a higher proportion of LEAs and middle schools had such policies or procedures in place.

Key Finding 4.4: Most LEA EL coordinators, middle school principals, and middle school EL coordinators believe their local reclassification criteria are appropriate, but some believe they may be too rigorous.

Almost two thirds of surveyed LEA EL coordinators, middle school principals, and middle school EL coordinators believe their local reclassification criteria are "about right," but about 30 percent are of the opinion that the criteria are "somewhat rigorous" or "too rigorous" (Table 4.24).

To shed light on the relationships between specific middle school programs, policies, or practices and eventual success on the CAHSEE or achievement of RFEP status, we classified survey LEAs as higher- or lower-effective by matching grade seven scores on the California English Language Development Test (CELDT) from the students of each LEA's middle schools to their CAHSEE records from grade ten. Caution should be used to interpret findings because we did not investigate students' academic performance or location of school attendance in the intervening years between those assessments.

Our analyses of survey responses using the two different indicators of LEA effectiveness revealed the following significant relationship:

Key Finding 4.5: Higher-effective LEAs differed from lower-effective LEAs with regard to local requirements for three of the four reclassification criteria: minimum overall CELDT score, minimum score for basic skills in English, and teacher evaluation.

For the minimum CELDT overall score, almost all higher-effective LEAs reported using Early Advanced, but lower-effective LEAs reported using Intermediate, Early Advanced, or Advanced (Table 4.57). For scores on tests of basic skills in English, higher-effective LEAs had less rigorous local requirements and were more likely to have a minimum CST ELA or CMA ELA score below the middle of the Basic range (scale score of 325) than lower-effective LEAs were (Table 4.58). As to teacher evaluation, higher-effective LEAs were less likely to include students' most recent mathematics grade in the criterion and more likely to include progress on ELA formative assessments. In comparison, a higher proportion of lower-effective LEAs include students' most recent mathematics grade in the criterion and do not include progress on ELA formative assessments (Table 4.59).

Trends in Educational Achievement and Persistence (Chapter 5)

Key Finding 5.1: Graduation rates have continued to improve and dropout rates continue to decrease. Over time, more students persisted into grade twelve and beyond. While gaps between demographic groups on all these measures are shrinking, substantial differences remain.

High school graduation rates form an important indicator of the health of the educational system. More than four-fifths of students in the Class of 2013 (80.4%) graduated with a diploma, an increase from 74.7 percent three years earlier. We found that graduation rates for all demographic groups increased in 2013 from their 2010 levels and gaps between groups grew smaller. Despite the reductions in gaps, substantial differences in graduation rates remain, from 68.1 percent among African American students to 91.6 percent for Asian students.

The statewide four-year adjusted cohort dropout rate decreased from 16.6 percent for the Class of 2010 to 11.4 percent for the Class of 2013. These dropout rates declined for every demographic group studied. The percentage point decrease in dropout rates for some traditionally disadvantaged groups (e.g., African American, Hispanic, and English learners) exceed the statewide average, indicating that gaps are shrinking. However, disparities persist. Approximately a fifth of English learners (21.6%) and African American students (19.7%) in the Class of 2013 dropped out. As noted in previous annual evaluation reports, more high school dropouts leave school in the senior year than in the freshman through junior years combined.

Key Finding 5.2: Participation in SAT and ACT college entrance examinations, as well as the percentage of students reaching key cut points, continued to increase over time. The percentage of students completing a college preparation curriculum continued to increase as did participation and success in Advanced Placement (AP) courses.

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 2013; in fact the number of grade twelve students in the Classes of 2011 through 2014 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 continued their upward trends for the Class of 2013 relative to previous cohorts. On the SAT, the trend in mean scores of students in public schools declined from a peak in 2009–10 but when students in private schools are included, scores of juniors increased in both reading and math, while scores of seniors were mixed. A given student may take the SAT, the ACT, or both. We cannot determine the overlap between the SAT and ACT examinee groups.

Nearly two-fifths of the graduates in the Class of 2013 successfully completed the A–G courses required by the University of California and California State University systems, continuing a steady five-year climb. Rates varied widely among racial/ethnic groups. Participation for all demographic groups in Advanced Placement examinations increased in 2013, as did measures of success on the AP. Well over a third of the 2013 graduating class (39%) took at least one AP examination and more than one quarter of the graduating class (26%) achieved a score of 3 or better on at least one AP examination.

Recommendations

Since 2006, students who receive a California high school diploma have had to demonstrate competency in specific California content standards assessed by the CAHSEE, though exemptions or waivers were in place in many of those years for students with disabilities. The large, complex, and comprehensive CAHSEE assessment program was constructed with enormous amounts of energy and resources from California policy makers, CDE staff, and educators. During the last several years the CAHSEE program has operated in a maintenance phase, without new item development, within the context of a statewide shift of student assessment to align to the Common Core State Standards (CCSS).

With the passage of Assembly Bill (AB) 484, signed into law on October 2, 2013, the state embarked on a transition to a system of assessments and assessment tools that will take several years to complete. Effective on January 1, 2014, the California Assessment of Student Performance and Progress (CAASPP) system replaced the Standardized Testing and Reporting (STAR) Program. The CAHSEE was not specifically addressed in AB 484, although the Superintendent recommended alternatives for consideration (including using Smarter Balanced ELA and mathematics high school assessments; using voluntary exams such as the PSAT, SAT, ACT, or AP as proxies; considering successful course completion without examination; considering end-of-course assessments; and considering matriculation examinations).

Until there is a legislative change, the CAHSEE requirement remains in the *California Education Code*, and LEAs are still required to administer the CAHSEE. However, the CAHSEE covers former content standards that, prior to the adoption of the CCSS, were targeted for instruction in grades eight to ten for ELA and six to seven with some grade eight Algebra I for mathematics. It has been fifteen years since the content requirements for the CAHSEE were first adopted by the State Board of Education (SBE). Preliminary screening of the CAHSEE item bank indicated limited alignment to the CCSS and, for mathematics, alignment of some items to the CCSS at a lower grade level. *While the CAHSEE requirement remains, there is an urgent need for action to respond to changes to curriculum and instruction that have already commenced in many LEAs, which are moving away from the prior content standards toward the CCSS.*

Prior to 2013 our evaluation reports included a variety of detailed recommendations. Given the current shift in California to instruction and 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 again this year on the need to revise the CAHSEE in response to these changes. We offer a primary overarching recommendation followed by additional specific considerations and recommendations.

General Recommendation 1: The State Board of Education and the California Department of Education should systematically review the graduation requirement and propose or endorse a specific alternative for consideration by the Legislature and the Governor.

This recommendation was made in our 2014 Biennial Report (Becker et al, 2014) and presented in briefings to the SBE and state legislature. The specific alternative could include significant changes to the CAHSEE requirement, ranging from dropping the requirement altogether to significantly increasing the scope and rigor of the targeted content standards.

With regard to possibly eliminating the requirement altogether, we point out that many 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 to a large extent, with gains continuing to be made. Over fifteen years, we have seen CAHSEE test scores rise, overall and for demographic groups defined by race/ethnicity and economic status. Graduation rates climbed, dropout rates declined, and successful participation in college entrance exams and Advanced Placement exams rose. Over time, remediation opportunities have been created and fine-tuned to help students who do not pass the CAHSEE in grade ten gain the skills they are lacking. Opportunities have been developed for students to continue beyond their grade twelve year, and we see students taking advantage of this opportunity. 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.

The suspension of STAR testing in 2014 gave breathing room for the transition to a new statewide assessment system aligned to the CCSS in 2015, but the delay in deciding on a new high school graduation requirement leaves many issues still unresolved (e.g., what assessment, how to provide multiple testing opportunities, passing criteria, year of implementation of the new requirement) in a short amount of time.

We offer several other specific considerations for addressing our first general recommendation.

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

The CCSS in mathematics and ELA/literacy were developed to build student knowledge and skill toward a rigorous conception of college and career readiness by the end of high school. The developers of the CCSS define college and career readiness as what "students need to be ready to succeed in entry-level credit-bearing coursework and the high-skill workforce."[24] The policy decision about whether a diploma should be tied to some definition of college and career readiness is critical to evaluating the role the current or any proposed new exit examination should have in the future. Concomitant with the decision about the desired relationship between a diploma and college and career readiness, policy makers must decide what level of evidence of academic proficiency they will require for a diploma.

1b: Policy makers should consider alternatives for summative or course-specific assessments of the required skills and determine how the assessments relate to current grade level content standards for instruction.

As instruction is redirected toward the CCSS, a similar situation will exist as was present when CAHSEE first came to be, namely lack of alignment of assessments with

[24] http://www.smarterbalanced.org/resources-events/faqs/

curriculum and instruction. Policy makers now need to ensure alignment of any type of exit examination or graduation requirement with curriculum and instruction targeted to the CCSS. One option might be the CCSS-aligned Smarter Balanced Assessment Consortium's (Smarter Balanced) grade 11 assessments in ELA/literacy and mathematics, which California field-tested in 2014. Smarter Balanced will be establishing preliminary performance benchmarks late in 2014 that define the level of content and skill mastery that marks students as college- and career-ready. The performance standards will be set using student data from the Smarter Balanced field test, expert judgment from educators, and guidance from empirical data including international and national benchmarks (e.g., Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), National Assessment of Educational Progress (NAEP), SAT, and ACT)[25]. California could, however, establish its own higher or lower performance standards for use as high school graduation requirements.

Many states now include end-of-course (EOC) exams among their graduation requirements (Zabala, Minnici, McMurrer & Briggs, 2008). These tests are closely aligned with the material taught in specific courses. California should consider whether competencies in subjects beyond ELA and mathematics, such as science, social studies, foreign language, or even the arts, should be required and whether students should be allowed to demonstrate these competencies whenever they complete the related course. In considering the EOC approach to graduation requirements, policy makers will need to decide on appropriate passing standards and develop retesting and other alternatives for students who do not pass the EOC exam on their first try. Smarter Balanced plans to develop software that will allow states to construct high school end-of-course assessments using the interim item bank[26], and such tests could be considered as part or all of any revised graduation requirement.

An alternative to EOC tests would be something like the current CAHSEE, an exit examination that is summative and includes content standards drawn from several different courses within a subject area. This approach would allow for demonstration of competency in a broader range of knowledge and skills than any single EOC test. Also, students would be able to take and retake the exam as needed, instead of being limited to end of course timing.

In addition, policy makers might consider whether an exit examination needs to be included in the diploma requirement at all. If evidence from an instruction study were to indicate that the implementation of the CCSS at the local level was consistent and healthy across the state, perhaps passing required courses would provide sufficient evidence of mastery of essential skills.

1c: The graduation requirement should set and maintain consistent requirements for students with disabilities.

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25 http://www.smarterbalanced.org/resources-events/faqs/

26 http://www.smarterbalanced.org/resources-events/faqs/

The need to develop and communicate a clear and consistent set of expectations for students with disabilities is urgent and should be addressed with any new graduation requirement. The appropriateness of the CAHSEE requirement for SWD has been a continuing question over the past decade. Under current law, the CAHSEE requirement has been deferred for SWD until such time as alternative means to the CAHSEE can be implemented or deemed unfeasible. Teachers, parents, and students 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 may 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.

1d: The California Department of Education and the State Board of Education should propose alternatives for helping students meet any increase in the scope and rigor of the graduation requirement.

In prior years, we estimated an increase of 1 to 4 percent in the number of grade twelve students who do not graduate on time due solely to the CAHSEE requirement. Many of these students do eventually pass the CAHSEE and (presumably) receive a diploma through additional years of schooling in regular or adult education programs. If the rigor of the graduation requirement is increased, more students will be denied diplomas unless additional help is given. Some options might include (a) improvements in targeting and helping middle school students who do not appear to be on track to pass the CAHSEE in grade ten, (b) improved grade eleven and twelve remediation programs for students who do not pass in grade ten, and (c) increased support for a fifth year of high school for students who need it.

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

Available evidence suggests that students have worked hard to meet the current CAHSEE requirement and that teachers have used class time to help them do so. If the CAHSEE requirement were suspended for one or more years until a new requirement could be implemented, it is likely that students now struggling to meet the CAHSEE requirement would not work as hard to learn the essential skills covered by the CAHSEE and that teachers would not focus as intently on helping these struggling students. Evidence suggests that this might have been the case for SWD when the exemption was reinstated.

It has now been four years since the Common Core State Standards were adopted. Unless or until specific changes to the CAHSEE requirement are adopted, the SBE, with input from CDE, could consider changes to the CAHSEE content specifications to make them more aligned to the CCSS. Changes to the content specifications in 2004 did not require legislative action, so this step could be undertaken while legislative changes are debated. The SBE might consider convening one or more

expert panels to make recommendations for changes to the content and rigor of the CAHSEE test specifications, similar to the High School Exit Exam Panel that made recommendations to the SBE for the original content specifications.

Reclassification Policies for Middle School English Learner Students

This year's special study on middle school English learners revealed variations in local reclassification requirements that may be linked to better than predicted CAHSEE performance. Prior reports included 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 (Becker, D.E., et al, 2013). With these two findings in mind, we make our second general recommendation.

> ***General Recommendation 2:*** *CDE should undertake widespread data collection of LEA policies for reclassifying middle school English learners to fluent English proficient (RFEP) status and analysis of these policies relative to student achievement to inform possible revisions to SBE guidelines for reclassification.*

Local reclassification policies may have a positive impact on EL access to and engagement with grade-level academic content while they are learning English. In practice, there is a 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 (possible reduced access to core curriculum). EL students who are reclassified as fluent English proficient (RFEP) may gain better access to other academic content areas than students remaining in EL status and thus do better on the CAHSEE and other measures of academic progress. With the suspension of STAR testing in 2014, students will no longer have CST scores in ELA and mathematics; therefore, LEAs will be using a variety of other assessments to evaluate EL students' performance in basic skills against those of English proficient students. Attention to RFEP policies is of great importance during this time of transition for ELs in the state, with the implementation of new ELD standards. By providing evidence-based updates to the SBE clarifying guidelines, LEAs will have better direction for how to apply the reclassification criteria specified in *California Education Code* Section 313(f)(1). The guidelines will need to continue to emphasize that English learners who have been reclassified may still have special linguistic and academic needs.

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Glossary of Acronyms

Acronym	Gloss
AA	Annual Assessment
ACT	American College Testing (former name, now just acronym)
ADEPT	A Developmental English Proficiency Test
AE	Adult Education
AP	Advanced Placement
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BCC	Bilingual Certificate of Competence
BCLAD	Bilingual Crosscultural Language and Academic Development
CAASPP	California Assessment of Student Performance and Progress
CABE	California Association for Bilingual Education
CAHSEE	California High School Exit Examination
CALPADS	California Longitudinal Pupil Achievement Data System
CAPA	California Alternate Performance Assessment (for children with severe cognitive disability)
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

CDS	County-District-School. Each county, district, and school is assigned a unique CDS code.
CELDT	California English Language Development Test
CEP	Center on Education Policy
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural 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
CTC	Commission on Teacher Credentialing
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
ELAS	English Language Acquisition Status
ELD	English Language Development
ELL	English Language Learners
ELM	Entry Level Mathematics
ELP	English Language Proficiency
EO	English Only

EOC	End of Course
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
IA	Initial Assessment
IDEA	Individuals with Disabilities Education Act of 1990
IEP	Individualized Education Program
IFEP	Initially Fluent English Proficient
IPT	IDEA Proficiency Test
IRT	Item Response Theory
LEA	Local Educational Agency
LDS	Language Development Specialist
LTEL	Long Term English Learner
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
NWEA	Northwest Evaluation Association
ORF	Oral Reading Fluency
PARCC	Partnership for Assessment Readiness for Colleges & Careers
PASS	Portable Assisted Study Sequence
PD	Professional Development
PHO	Post High School Outcomes
PISA	Program for International Student Assessment
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
SELPA	Special Education Local Plan Area
SES	Supplemental Educational Services
SIOP	Sheltered Instruction Observation Protocol
SKE	Skills, Knowledge, and Experience
SOLOM	Student Oral Language Observation Matrix
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
TIMSS	Trends in International Mathematics and Science Study
TOSA	Teacher on Special Assignment
UC	University of California

Appendix A: Middle School English Learner Study Sample Communications for Nominee Recruitment and Survey Administration

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 29, 2013

Dear California English Language Development Test (CELDT) Coordinators, Middle School Principals, and California High School Exit Examination (CAHSEE) Coordinators:

INVITATION TO PARTICIPATE IN HUMAN RESOURCES RESEARCH ORGANIZATION MIDDLE SCHOOL ENGLISH LEARNER STUDY

As part of the ongoing evaluation of the California High School Exit Examination (CAHSEE), the California Department of Education (CDE) has authorized Human Resources Research Organization (HumRRO), the independent evaluator of the CAHSEE since 2000, to conduct a study to investigate factors that may positively impact CAHSEE test scores for English learner students (ELs). Your local education agency (LEA) was selected, based on the number of English learner students attending one or more of your middle schools, to join this important study, and we would like to enlist your support.

This study is an exploration of policies, programs, and intervention strategies provided to middle school ELs. The study's target population warrants closer examination because CAHSEE passing rates for ELs continues to trend lower than rates for the general population. HumRRO completed phase one of the study in spring of 2013, which consists of telephone interviews with English learner coordinators at LEAs and middle schools. HumRRO is using outcomes from the interviews to construct a Web-based questionnaire.

In February and March 2014, HumRRO will launch the Web-based questionnaire for educators statewide to provide feedback about factors affecting middle school English learner success, including course placement, English and mathematics instructional materials and practices, and reclassification processes.

Next steps:

- In the next few weeks, HumRRO will contact CELDT coordinators to invite them to provide contact information for participants from their LEA to collaborate in this effort.
- In the next few weeks, HumRRO will contact principals from one or more middle schools to request contact information for participants from their school to collaborate in this effort.

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- In November 2013, HumRRO will contact a small number of collaborating LEA and middle school participants and invite them to join a focus group meeting in January 2014 via conference call and Webinar to refine the Web-based questionnaire.

- In February of 2014, HumRRO will e-mail a link and password for the Web-based questionnaire to participating school principals, teachers, and LEA respondents.

The overall goal of this study is to collect information that can be analyzed to identify what is helping English learner students reach the academic achievement levels that the CAHSEE requires. HumRRO will aggregate survey results and analyze student outcomes associated with efforts to support English learners. Findings will be reported in HumRRO's *2014 CAHSEE Independent Evaluation Annual Report*.

We believe this study will engage the learning community and help assess and share high-impact methods, inform the counseling efforts for individual students, and help evaluate current LEA and school practices and policies for English learners. Therefore, your input and participation will be critical.

If you have further questions, please contact the High School and Physical Fitness Office, by phone at 916-445-9449 or by e-mail at cahsee@cde.ca.gov.

Sincerely,

/s/

Diane Hernandez, Director
Assessment Development & Administration Division

/s/

Lily Roberts, Ph.D., Administrator
English Language Proficiency Assessments Office
Assessment Development & Administration Division

LR/DH:ss

Middle School English Learner Study
HumRRO Initial E-mail Message to Targeted Middle School Principals, Sent Nov. 7, 2013

TO: [Principals of targeted 484 middle schools]

SUBJECT: Request: Participant Info for Middle School English Learner Study

Dear <<Middle School Principal First Name>> <<Middle School Principal Last Name>>:

The California Department of Education has requested the Human Resources Research Organization (HumRRO) research factors that may influence California High School Exit Exam (CAHSEE) test scores for English learner students.

In February 2014, HumRRO staff will launch a statewide study using a Web-based questionnaire to collect educators' input about factors affecting middle school English learner (EL) success, including course placement, English and mathematics instructional materials and practices, and reclassification processes.

We're asking for your assistance in identifying the most appropriate staff member(s) to receive the brief questionnaire. The questionnaire will ask about EL instruction, services, and policies at your middle school.

Please click on the link below where you will be guided to a form to provide this information, and submit your nominee(s) no later than November 26, 2013.

<Link to form>

More about the study

- HumRRO is conducting the study as part of its ongoing independent evaluation of the CAHSEE since 2000. The overall goal of this study is to collect information that can be analyzed to identify what is helping EL students reach the academic achievement levels that the CAHSEE requires. In addition to LEA staff, middle school principals and teachers will also participate in the study.

- EL students warrant closer examination because CAHSEE passing rates for EL students continue to trend lower than rates for the general population. Middle schools are being studied because the CAHSEE covers much of the mathematics content taught in grades six through eight as well as English-language arts (ELA) content taught in grade eight.

- HumRRO will aggregate questionnaire results and analyze student outcomes associated with efforts to support English learners. Findings will be reported in HumRRO's *2014 CAHSEE Independent Evaluation Annual Report.*

- HumRRO guarantees individual respondent confidentiality. Although some demographic data will be collected, all data will be used in a form that will make it impossible to determine the identity of the individual responses. That is, the questionnaire responses will not be analyzed or reported in any way that does not absolutely guarantee the confidentiality of the respondent. All questionnaire responses will be transferred to a secure, password-restricted server. Access to raw data will be tightly restricted to only those HumRRO individuals directly involved in data analysis.

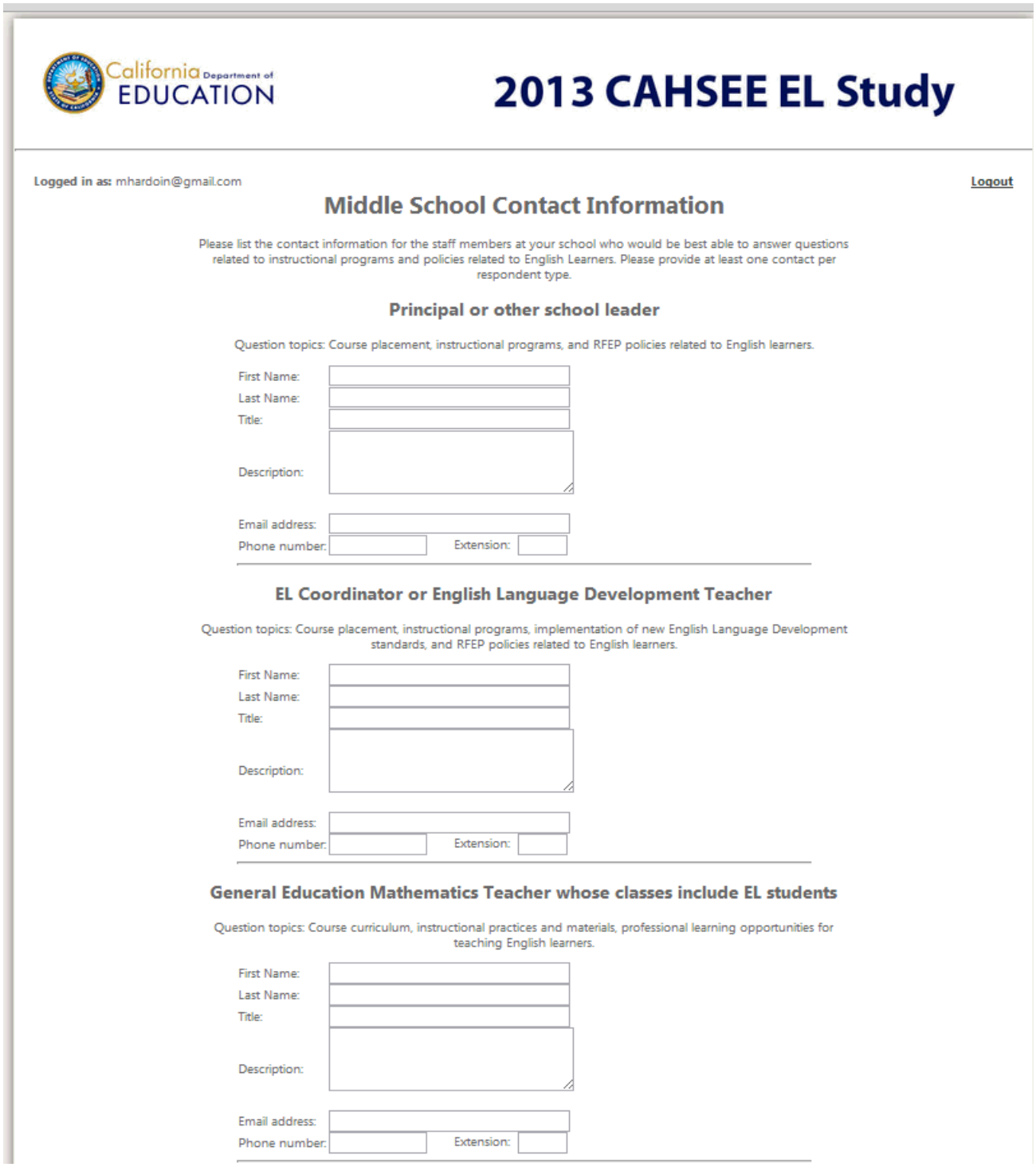
We believe outcomes of this study will help assess and share high-impact methods, inform the counseling efforts for EL students, and help evaluate current LEA and school practices and policies for English learners.

Thank you in advance for your help in this effort.

Click here to reach the **<form>.**

Should you have any questions about the study, please do not hesitate to contact the HumRRO project staff (Michele Hardoin at 831-375-5335, or Wade Buckland at 703-706-5659, or CAHSEESTUDYEL@humrro.org).

Example of Web page form for Middle School Principal to submit survey nominee contact information



California Department of EDUCATION

2013 CAHSEE EL Study

Logged in as: mhardoin@gmail.com **Logout**

Middle School Contact Information

Please list the contact information for the staff members at your school who would be best able to answer questions related to instructional programs and policies related to English Learners. Please provide at least one contact per respondent type.

Principal or other school leader

Question topics: Course placement, instructional programs, and RFEP policies related to English learners.

First Name:
Last Name:
Title:
Description:
Email address:
Phone number: Extension:

EL Coordinator or English Language Development Teacher

Question topics: Course placement, instructional programs, implementation of new English Language Development standards, and RFEP policies related to English learners.

First Name:
Last Name:
Title:
Description:
Email address:
Phone number: Extension:

General Education Mathematics Teacher whose classes include EL students

Question topics: Course curriculum, instructional practices and materials, professional learning opportunities for teaching English learners.

First Name:
Last Name:
Title:
Description:
Email address:
Phone number: Extension:

Add Second Nominee ☐

General Education English Language Arts Teacher

Question topics: Course curriculum, instructional practices and materials, professional learning opportunities for teaching English learners.

First Name:
Last Name:
Title:
Description:

Email address:
Phone number: Extension:

Add Second Nominee ☐

Dates that your school will be closed between January 1, 2014 and April 15, 2014.

Please indicate any time periods that your school will be closed for more than a single day (e.g., break between terms) so that we can do our best to avoid sending emails during that time.

Start Date: End Date:
Start Date: End Date:
Start Date: End Date:

Submit Nominees

HumRRO
Human Resources Research Organization

HumRRO's Heads Up E-mail Message to All Survey Nominees
Sent February 3, 2014

Subject line: Invitation to HumRRO's Middle School English Learner Study Survey

Dear <<*First Name*>> <<*Last Name*>>,

You were nominated by your CELDT District Coordinator or your middle school principal to represent [*Nominee's District name* ***OR*** *School name*] by participating in a survey being conducted for the California Department of Education (CDE) to investigate factors that may influence California High School Exit Exam (CAHSEE) test scores for English learner (EL) students.

This study is part of HumRRO's independent evaluation of the CAHSEE. The study's target population (middle school English learners) warrants closer examination because CAHSEE passing rates for ELs continue to trend lower than rates for the general population. Additionally, much of the English language arts and mathematics knowledge and skills tested on the CAHSEE are typically taught in middle school. CDE would like to hear more about policies and practices that are working for middle school EL students.

This e-mail has two purposes:

- To alert you that you will receive another email from HumRRO on or about **February 17, 2014** with additional information about the study and a link to access the questionnaire via the Internet.
- To confirm the type of survey you were nominated to receive:
  [Nominee Type LEA: LEA Support Staff for English Learners]
  [Nominee Type MSP: Middle School Principal/Leader]
  [Nominee Type ELC: Middle School EL Coordinator or ELD Teacher]
  [Nominee Type ENG: Middle School ELA Teacher]
  [Nominee Type MTH: Middle School Math Teacher]

Should you need to change the type of survey you receive, please contact us at CAHSEEStudyEL@humrro.org by February 7, 2014.

Thank you in advance for your help in this effort. The information you provide will be extremely valuable in informing the CDE of programs, services, and policies that work for ELs.

Sincerely,

Michele Hardoin, HumRRO
CAHSEE Independent Evaluation Project Director

HumRRO's E-mail Message to All Nominees, with Nominee-Specific Survey Link
Sent February 25, 2014

Subject: CAHSEE Middle School English Learner Study Survey Link

Dear <<*First Name*>> <<*Last Name*>>,

You were nominated by your CELDT District Coordinator or your middle school principal to represent <<*Nominee's District name* ***OR*** *School name*>> by participating in a Web-based survey being conducted for the California Department of Education (CDE) to investigate factors that may influence California High School Exit Exam (CAHSEE) test scores for English learner (EL) students.

As someone who works with English learner students, programs, and services, you can contribute valuable information to this study, and we encourage you to participate.

Please access the **CAHSEE Middle School English Learner Survey** by clicking on the link below. Alternatively, you may copy and paste the Web address into your browser:

<< *https://Survey URL*>>

The survey asks about factors affecting middle school English learners (ELs), including English and mathematics course placement, instructional materials, and practices; reclassification processes; and professional learning opportunities. **The deadline to complete the survey is March 7, 2014**. Completing the survey should take approximately 15−20 minutes.

If you have questions about or problems accessing or completing the survey, please contact Michael Polgreen (703-706-5684; mpolgreen@humrro.org).

Should you have any questions about the study itself, please feel free to contact the HumRRO project staff (Michele Hardoin at 831-375-5335, or Wade Buckland at 703-706-5659, or CAHSEESTUDYEL@humrro.org).

We believe outcomes of this study will help assess and share high-impact methods, inform the counseling efforts for EL students, and help evaluate current LEA and middle school practices and policies for English learners. Thank you for taking the time to provide your input to this study.

Sincerely,

Michele Hardoin, HumRRO
CAHSEE Independent Evaluation Project Director

More about the study

- HumRRO is conducting this study as part of its ongoing independent evaluation of the CAHSEE since 2000. The overall goal of this study is to collect information that can be analyzed to identify what is helping English learner students reach the academic achievement levels that the CAHSEE requires. In addition to LEA staff, middle school principals and teachers will also participate in the study.

- ELs warrant closer examination because CAHSEE passing rates for EL students continue to trend lower than rates for the general population. Middle schools are being studied because the

CAHSEE covers much of the mathematics content taught in grades six through eight as well as English-language arts (ELA) content taught in grade eight.

- HumRRO will aggregate survey results and analyze student outcomes associated with efforts to support English learners. Findings will be reported in HumRRO's *2014 CAHSEE Independent Evaluation Annual Report.*

- HumRRO guarantees respondent confidentiality. All data will be used in a form that will make it impossible to determine the identity of the individual responses. That is, the survey responses will not be integrated, analyzed, or reported in any way in which the confidentiality of the survey responses is not absolutely guaranteed. All survey responses will be transferred to a secure, password-restricted server. Access to raw data will be tightly restricted to only those individuals directly involved in data analysis.

- Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

Appendix B: Middle School English Learner Study:
PDF of Web-Based Survey for Middle School English Learner Coordinator/ELD Teacher

2014 CAHSEE EL Study

Welcome to the CAHSEE EL Study Survey

To resume using the application please enter your email address below.
(New users must enter using personal link emailed to you)

Returning Users Login

Email address: Email

Login

California Department of EDUCATION

2014 CAHSEE EL Study

EL Coordinator/ELD Teacher Survey of Middle School English Learner Programs and Policies

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Directions

Please read each question and its response choices carefully, and then mark your response. Some questions will ask you to mark all responses that apply.

Some questions have a list of related parts, and you are asked to mark a response for each part. For these questions, column headings provide the scale to use for all parts.

Use the **Next** button at the bottom of each page to move forward through the survey. Hitting **Next** saves the responses you entered on that page.

You may use the **Previous** button to review pages whose responses you have saved. Important: Your responses will not be saved if you hit the **Previous** button before the **Next** button. If you do so, you will need to re-enter responses when you return to that page.

After the last question, a message will invite you to freely navigate through the survey if you wish to review your responses. If you skipped any questions, a validation page will present a summary list and take you directly to those pages, if you wish to add responses before submitting your final completed survey.

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1. To what extent are you familiar with the California English Language Development Standards adopted by the State Board of Education in November of 2012?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

2. To what extent are you familiar with the California Department of Education's Implementation Plan for the California English Language Development Standards?

- Not at all
- Slight extent
- Moderate extent
- Great extent
- Very great extent

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3. How does each of these contextual factors influence learning opportunities for middle school ELs in your school? Mark one response for each factor.

	N/A	Constrains Opportunities to Learn	Little or No Influence	Enhances Opportunities to Learn
a. Instructional program offerings	○	○	○	○
b. Intervention and remediation policies	○	○	○	○
c. Intervention and remediation programs	○	○	○	○
d. Intervention and remediation resources	○	○	○	○
e. Implementation of CCSS	○	○	○	○
f. New CA ELD Standards	○	○	○	○
g. Parental or community input or preferences	○	○	○	○
h. Students' engagement/participation in school	○	○	○	○
i. Other (please specify)	○	○	○	○

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4. How much importance is given to each of these inputs when determining EL student placement into ELA and ELD classes in your school? Mark a response for each input.

	Not Applicable	Minor Importance	Moderate Importance	Major Importance
a. Most recent CELDT IA/AA scores	○	○	○	○
b. Most recent performance on statewide assessment of basic skills in English (e.g., CST or CMA for ELA)	○	○	○	○
c. LEA-specific assessment (e.g., benchmark writing test)	○	○	○	○
d. ELA course grade from prior term	○	○	○	○
e. ELD course grade from prior term	○	○	○	○
f. Number of years in US schools	○	○	○	○
g. Master course schedule	○	○	○	○
h. Class size	○	○	○	○
i. Teacher consultation (e.g., student's prior class participation)	○	○	○	○
j. Parent consultation	○	○	○	○
k. Student consultation (e.g., motivation, comfort level with non-EL peers)	○	○	○	○
l. Other (please specify)	○	○	○	○

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5. How often are decisions typically made or reevaluated regarding placement of ELs into ELA and ELD classes in your school?

- Once a year - Prior to start of fall session only
- Twice a year - Prior to start of fall session and at one other time
- More than twice a year

6. Who is typically the lead staff member responsible for final ELA and ELD course placement decisions? Mark only one response.

- School principal or other leader
- School-based English learner coordinator or specialist
- Student's most recent ELA teacher
- Student's most recent ELD teacher
- School counselor
- English department chair
- Other (please specify)

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7. What ELD classes (by CELDT level) are provided to ELs in your school? Mark all classes available to students in each grade; leave blanks where classes are not offered.

	Grade 6	Grade 7	Grade 8
a. New Arrivals Class	☐	☐	☐
b. ELD 1 Beginning	☐	☐	☐
c. ELD 2 Early Intermediate	☐	☐	☐
d. ELD 3 Intermediate	☐	☐	☐
e. ELD 4 Early Advanced	☐	☐	☐
f. ELD 5 Advanced	☐	☐	☐
g. Combination ELD 1-2	☐	☐	☐
h. Combination ELD 1-3	☐	☐	☐
i. Combination ELD 2-3	☐	☐	☐
j. Combination ELD 3-4	☐	☐	☐
k. School does not include students at this grade level.	☐	☐	☐
l. I'm not in a position to answer.	☐	☐	☐
m. Other (please specify)	☐	☐	☐

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8. What is the typical length of an English language development (ELD) course at your school, in average daily minutes?

Please select length of time ▼

9. What is the typical length of time ELs spend in English language arts class, apart from time spent in ELD class, in average daily minutes?

Please select length of time ▼

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10. What minimum CELDT performance levels, overall and by domain, must middle school ELs in your LEA achieve to be considered for reclassification as fluent English proficient? Mark one response for each row.

	No minimum	Intermediate	Early Advanced	Advanced
a. CELDT Overall level	○	○	○	○
b. CELDT Listening level	○	○	○	○
c. CELDT Speaking level	○	○	○	○
d. CELDT Reading level	○	○	○	○
e. CELDT Writing level	○	○	○	○
f. CELDT Comprehension (Listening+Reading) level	○	○	○	○

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Human Resources Research Organization (HumRRO)
Contact CAHSEEStudyEL@humrro.org or 703-706-5684 for technical assistance.

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11. Is there a local assessment criterion that ELs in your LEA must meet this school year to be considered for reclassification as fluent English proficient?

- No
- Yes, local or school based writing assessment
- Yes, local or school based reading comprehension assessment
- Other (please specify)

12. What is the minimum score for basic skills in English that ELs in your LEA must meet this year to be considered for reclassification as fluent English proficient?

a. 2013 California Standards Test (CST) English language arts score — Please select the minimum score

b. 2013 California Modified Assessment (CMA) English language arts score — Please select the minimum score

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13. What teacher evaluation criteria must be met by ELs to be designated RFEP in your district? Mark all that apply.

- ☐ Most recent ELA course grade
- ☐ Most recent ELD course grade
- ☐ Most recent mathematics grade
- ☐ Progress on ELA formative assessments
- ☐ Progress on mathematics formative assessments
- ☐ Specific teacher recommendation based on academic performance
- ☐ Other (please specify)

14. How do your middle school or LEA staff typically collect parent input about the decision to designate an EL as RFEP? Mark all that apply.

- ☐ Group consultation with school staff
- ☐ Private in-person consultation
- ☐ Private telephone call consultation
- ☐ Written signature on RFEP decision
- ☐ Other (please specify)

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15. In your opinion, how appropriate are your local policies and procedures in reclassifying ELs as fluent English proficient?

- Too lenient
- Somewhat lenient
- About right
- Somewhat rigorous
- Too rigorous

16. Is there a local policy or procedure in place specifically to encourage reclassification of middle school Long Term English Learners (LTELs)?

- No
- Yes

If yes, please describe the policy or procedure.

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For the following questions we want you to think about a specific class you teach that includes EL students. If you teach only one class with ELs, this will be your target class. If you teach more than one class with ELs, please select one particular class that will be your "target class" and will serve as the basis for your responses. Please select as your target class the one you consider most useful for you to reflect/report on. If you are a mentor teacher, please answer these questions with one of the teachers you serve in mind.

17. I will be answering the target class questions from the point of view of the

- classroom teacher.
- mentor teacher or instructional coach.
- I do not have a target class.

18. What is the content area that you teach your target class?

- ELD
- ELA
- Mathematics

19. What is the course title of the target class?

- New Arrivals Class
- ELD Beginning 1
- ELD Early Intermediate 2
- ELD Intermediate 3
- ELD Early Advanced 4
- ELD Advanced 5
- Combination ELD 1-2
- Combination ELD 1-3
- Combination ELD 2-3
- Combination ELD 3-4
- Other (please specify)

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20. What is the typical length of the target class in average daily minutes?

Please select length of time ▼

21. What is the grade level of most of the students in the target class?

- 6
- 7
- 8

22. To the best of your knowledge, how many EL students at each grade level in your target class have or do not have an IEP? Use the drop down lists of numbers to enter your estimates for each grade level and subgroup.

	Grade 6	Grade 7	Grade 8
Have an IEP	a. Number of students ▼	b. Number of students ▼	c. Number of students ▼
Do not have an IEP	d. Number of students ▼	e. Number of students ▼	f. Number of students ▼

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23. About how much time do ELs in the target class spend in each of the following instructional settings, per week?

	None	Little (Less than 10% of time)	Some (11-25% of time)	Moderate (26-50% of time)	Majority (More than 50% of time)
a. Watching and listening to teacher demonstrations or explanations.	○	○	○	○	○
b. Participating in whole class discussions.	○	○	○	○	○
c. Working collaboratively in small groups.	○	○	○	○	○
d. Partnering with one other student.	○	○	○	○	○
e. Working individually.	○	○	○	○	○

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24. How frequently do ELs in the target class engage in each of the following classroom activities?

	Never	About once a month	About once a week	Most days
a. Reading (e.g., books, magazines, articles) to support language development.	○	○	○	○
b. Working with the teacher in guided writing processes.	○	○	○	○
c. Communicating comprehension of key concepts in written form.	○	○	○	○
d. Communicating comprehension of key concepts orally (e.g., via structured turn-taking).	○	○	○	○
e. Learning to use or using resources (e.g., dictionary, thesaurus, calculator).	○	○	○	○
f. Completing exercises from a worksheet or a text.	○	○	○	○
g. Practicing inquiry skills.	○	○	○	○
h. Working with manipulatives.	○	○	○	○
i. Working with educational software programs.	○	○	○	○
j. Working with other types of educational technology.	○	○	○	○
k. Working to develop academic language.	○	○	○	○
l. Working to develop social language.	○	○	○	○
m. Taking quizzes or other assessments.	○	○	○	○
n. Working to develop targeted skills based on assessment data.	○	○	○	○
o. Other (please specify)	○	○	○	○

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25. What supplemental instructional materials are available for ELs in your target class? Mark all that apply.

- ☐ Leveled reading library, printed
- ☐ Leveled reading library, electronic
- ☐ Translation dictionaries, printed
- ☐ Translation dictionaries, electronic
- ☐ School/LEA purchased glossaries
- ☐ Student-generated glossaries
- ☐ Language development software
- ☐ Internet resources
- ☐ Internet resources
- ☐ Other (please specify)

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26. How well do each of the following factors promote learning opportunities for ELs in your target class? Mark one response for each factor.

	N/A	Poorly	Adequately	Very well
a. Available primary instructional materials	○	○	○	○
b. Available supplemental instructional materials	○	○	○	○
c. Assessment data	○	○	○	○
d. Available time for collaboration with other teachers	○	○	○	○
e. Students' engagement	○	○	○	○
f. Other (please specify)	○	○	○	○

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27. How does each of the following factors influence instruction of ELs in your target class? Mark one response for each factor.

	N/A	Little or No Influence	Positive Influence
a. My professional development for teaching ELs	○	○	○
b. My knowledge of second language acquisition processes	○	○	○
c. My knowledge of students' first languages	○	○	○
d. My knowledge of students' cultural backgrounds	○	○	○

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28. Since June 1, 2013, about how often have you engaged in each of these professional learning opportunities for the purpose of serving ELs? Choose the best response for each activity.

	Never	Once or twice, total	Once or twice a month	Once a week or more
a. LEA-provided professional development activity (e.g., training)	○	○	○	○
b. School-provided professional development activity (e.g., inservice)	○	○	○	○
c. Individual professional development activity (e.g., used teacher resource centers, Internet resources)	○	○	○	○
d. Teacher study groups, networks, or collaboratives	○	○	○	○
e. Mentoring/coaching others for EL instruction	○	○	○	○
f. Receiving coaching/mentoring for EL instruction	○	○	○	○
g. Other (please specify)	○	○	○	○

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29. Considering all of your professional development activities since June 1, 2013, how much emphasis was placed on each of the following topics? Mark one response for each topic.

	Not Applicable	Minor	Moderate	Major
a. CCSS ELA/Literacy standards	○	○	○	○
b. CCSS Mathematics standards	○	○	○	○
c. CA ELD standards	○	○	○	○
d. Supporting academic content standards with ELD standards for ELs	○	○	○	○
e. Applying research-based methods of teaching EL students	○	○	○	○
f. Improving outcomes for LTELS	○	○	○	○
g. Developing curriculum and materials for ELs	○	○	○	○
h. Using multiple measures for EL assessment (e.g., portfolios)	○	○	○	○
i. In-depth study of a specific area in second language teaching or learning	○	○	○	○
j. Studying how children learn a second language	○	○	○	○
k. Aligning instruction to curriculum	○	○	○	○
l. Adapting instruction to individual differences in student learning	○	○	○	○
m. Crosscultural communication and understanding	○	○	○	○
n. State or district assessment (e.g., preparing for tests, interpreting assessment data)	○	○	○	○
o. Using technology to support student learning	○	○	○	○
p. Shadowing experienced teachers	○	○	○	○

q. Improving student engagement

r. Other (please specify)

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Human Resources Research Organization (HumRRO)
Contact CAHSEEStudyEL@humrro.org or 703-706-5684 for technical assistance.

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30. Do you have any suggestions for more efficiently utilizing middle school resources to help LTEL students progress to RFEP status while achieving satisfactory academic progress?

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31. What is your gender?

- Female
- Male

32. Race/ethnicity. Mark all that apply.

- Caucasian
- African American
- Hispanic
- Native American
- Asian/Pacific Islander
- Other (please specify)

33. Do you speak any language in addition to English? Mark all that apply.

- Spanish
- Vietnamese
- Filipino
- Cantonese
- Mandarin
- Arabic
- No
- Other (please specify)

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34. Indicate all current teaching certifications you hold.

- ☐ Bilingual Specialist
- ☐ Bilingual Certificate of Competence (BCC)
- ☐ BCLAD Certificate or BCLAD Emphasis
- ☐ Language Development Specialist (LDS)
- ☐ CLAD Certificate or CLAD Emphasis
- ☐ Multiple or single subject teaching credential with AB1059 English Learner Content
- ☐ Multiple or single subject teaching SB2042 credential
- ☐ Multiple subject teaching credential
- ☐ Single subject teaching credential
- ☐ Education Specialist
- ☐ General Teaching
- ☐ Supplementary Authorization in English as a Second Language
- ☐ SB1969 Certificate of Completion
- ☐ In training for Certificate of Completion of Staff Development
- ☐ Limited Assignment Multiple Subject Teaching Permit
- ☐ Limited Assignment Single Subject Teaching Permit
- ☐ National Board certification
- ☐ I have no certification but am bilingual
- ☐ Other (please specify)

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35. For how many years have you taught ELs, prior to the 2013-14 school year?

- Less than 1 year
- 1 – 2 years
- 3 – 5 years
- 6 – 8 years
- 9 – 11 years
- 12 – 15 years
- More than 15

36. What is the highest degree you hold?

- BA or BS
- MA or MS
- Ph.D. or Ed.D.
- Other (please specify)

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37. What was your major field of study for the bachelor's degree?

- ☐ ESL/ Second Language Acquisition
- ☐ Special Education
- ☐ Bilingual Education
- ☐ Elementary Education
- ☐ Middle School Education
- ☐ Secondary Education
- ☐ English
- ☐ Math
- ☐ Other (please specify)

38. How long have you been in your current position in this school?

- ○ Less than 1 year
- ○ 1 - 2 years
- ○ 3 - 5 years
- ○ 6 - 8 years
- ○ 9 - 11 years
- ○ 12 - 15 years
- ○ More than 15 years

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39. To what extent have there been changes in the number of staff or hours of staff support for EL programs and services from each of these resources in the last three years (since June 1, 2010)? Mark one response for each resource.

	Major Decrease	Moderate Decrease	Minor or no change	Moderate Increase	Major Increase	I'm not able to answer
a. County office of education	○	○	○	○	○	○
b. Local educational agency leadership	○	○	○	○	○	○
c. Local educational agency support staff	○	○	○	○	○	○
d. School-based leadership	○	○	○	○	○	○
e. School-based teachers	○	○	○	○	○	○
f. School-based instructional support	○	○	○	○	○	○
g. Other (please specify)	○	○	○	○	○	○

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40. To what extent have any of these policies or programs changed in the last three years (since June 1, 2010)?

	Minor or no change	Moderate change	Major change
a. EL course placement criteria	○	○	○
b. ELD course offerings	○	○	○
c. EL remediation/intervention resources	○	○	○
d. RFEP criteria	○	○	○
e. RFEP processes	○	○	○
f. Other (please specify)	○	○	○

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41. If there were any major changes to EL course placement criteria, ELD course offerings, EL remediation/intervention resources, RFEP criteria, or RFEP processes, please describe them.

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End of Survey Questions

You have navigated through all the questions for this survey.

When you click the **Next** button, you will reach a validation page that presents a summary list of any questions (or question parts) for which you did not provide responses. From that page you will be able to navigate directly to any incomplete page to provide responses, if you wish. After you are in validation mode, hitting **Next** will take you back to the validation summary page rather than to the next page in the survey.

If you wish to review your items without using the validation summary, you may page back through the survey now using the **Previous** and **Next** buttons at the bottom of each page of page.

Please click **Previous** to manually review your responses. You may click the link below to go directly to Question **1**.

Link to return to Question 1

Or, click **Next** to view the validation summary.

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Thank You

You have now completed this survey.

Thank you for contributing to this initiative. Your input is extremely important.

If you have any questions regarding your rights as a research participant, please contact the Independent Evaluation of California High School Exit Exam project director; Michele Hardoin at (831) 375-5335, or her assistant for this project, Wade Buckland, at (703) 706-5659.

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Submit Survey

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Thank You

Your survey has been submitted.

.

Appendix C: Crosswalk of All Middle School English Learner Study Survey Questions

Legend of Five Survey Types:

- LEA – LEA (District level) EL coordinator
- PRI – Middle School Principal or Leader
- ELC – Middle School EL coordinator or ELD teacher
- ELA – Middle School English language arts (ELA) teacher
- MTH – Middle School mathematics teacher

Question Number	Question Text	TOPIC	Survey Type				
			LEA	PRI	ELC	ELA	MTH
1	To what extent are you familiar with the California English Language Development Standards adopted by the State Board of Education in November of 2012?	ELD standards	Y	Y	Y	Y	Y
2	To what extent are you familiar with the California Department of Education's Implementation Plan for the California English Language Development Standards?	ELD standards	Y	Y	Y	Y	Y
3	How does each of these contextual factors influence learning opportunities of middle school ELs in your district/school? Mark one response for each factor.	Contextual factors	Y	Y	Y	Y	Y
4	How much importance is given to each of these inputs when determining EL student placement into ELA and ELD classes in your school? Mark a response for each input.	ELA/ELD Class placement		Y	Y	Y	
5	How often are decisions typically made or reevaluated regarding placement of EL students into ELA and ELD classes in your school?	ELA/ELD Class placement		Y	Y	Y	
6	Who is typically the lead staff member responsible for final ELA and ELD course placement decisions?	ELA/ELD Class placement		Y	Y	Y	
7	What ELD classes (by CELDT level) are provided to EL students in your district/school? (Mark all classes available to students in each grade; leave blank where not offered)	ELD classes	Y	Y	Y		
8	What is the typical length of an English language development (ELD) course at your school, in average daily minutes?	ELD classes		Y	Y		
9	What is the typical length of time ELs spend in English language arts class, apart from time spent in ELD class, in average daily minutes?	ELA classes		Y	Y	Y	
10	What minimum CELDT performance levels, overall and by domain, must middle school EL students in your LEA achieve to be considered for reclassification as fluent English proficient?	RFEP	Y	Y	Y		
11	Is there a local assessment criterion that ELs in your LEA must meet this school year to be considered for reclassification as fluent English proficient?	RFEP	Y	Y	Y		

Question Number	Question Text	TOPIC	Survey Type				
			LEA	PRI	ELC	ELA	MTH
12	What is the minimum score for basic skills in English that EL students in your LEA must meet this year to be considered for reclassification as fluent English proficient?	RFEP	Y	Y	Y		
13	What teacher evaluation criteria must be met by ELs to be designated RFEP in your district? Mark all that apply.	RFEP	Y	Y	Y		
14	How do your middle school or LEA staff typically collect parent input about the decision to designate an EL as RFEP? Mark all that apply.	RFEP	Y	Y	Y		
15	In your opinion, how appropriate are your local policies and procedures in reclassifying English learners as fluent English proficient?	RFEP	Y	Y	Y		
16	Is there a local policy or procedure in place specifically to encourage reclassification of middle school Long Term English Learners (LTELs)?	RFEP	Y	Y	Y		
17	I will be answering the target class questions from the point of view of the	Target Class			Y	Y	Y
18	What is the content area that you teach your target class?	Target Class			Y	Y	Y
19	What is the course title of the target class? (ELD)	Target Class			Y		
20	What is the typical length of the target class in average daily minutes?	Target Class			Y	Y	Y
21	What is the grade level of most of the students in the target class?	Target Class			Y	Y	Y
22	To the best of your knowledge, how many EL students at each grade level in your target class have or do not have an IEP?	Target Class			Y	Y	Y
23	About how much time do ELs in the target class spend in each of the following instructional settings, per week?	Target Class			Y	Y	Y
24	How frequently do ELs in the target class engage in each of the following classroom activities?	Target Class			Y	Y	Y
25	What supplemental instructional materials are available for ELs in your target class? Mark all that apply.	Target Class			Y	Y	Y
26	How well do each of the following factors promote learning opportunities for ELs in your target class?	Target Class			Y	Y	Y

Question Number	Question Text	TOPIC	Survey Type				
			LEA	PRI	ELC	ELA	MTH
27	How does each of the following factors influence instruction of ELs in your target class?	Target Class			Y	Y	Y
28	Since June 1st of 2013, about how often have you engaged in each of these professional learning opportunities for the purpose of serving ELs?	Professional Development	Y	Y	Y	Y	Y
29	Considering all of your professional development activities since June 1st 2013, how much emphasis was placed on the following topics?	Professional Development	Y	Y	Y	Y	Y
30	Do you have any suggestions for more efficiently utilizing middle school resources to help LTEL students progress to RFEP status while achieving satisfactory academic progress?	Suggestions	Y	Y	Y	Y	Y
31	What is your gender?	Gender	Y	Y	Y	Y	Y
32	Race/ethnicity. Mark all that apply.	Race/ethnicity	Y	Y	Y	Y	Y
33	Do you speak any language in addition to English? Mark all that apply.	Languages spoken			Y	Y	Y
34	Indicate all current teaching certifications you hold.	Certifications			Y	Y	Y
35	For how many years have you taught ELs, prior to the 2013-14 school year?	Years teaching ELs			Y	Y	Y
36	What is the highest degree you hold?	Highest Degree	Y	Y	Y	Y	Y
37	What was your major field of study for the bachelor's degree?	BA major	Y	Y	Y	Y	Y
38	How long have you been in your current position in this district/school?	Years in position	Y	Y	Y	Y	Y
39	To what extent have there been changes in the number of staff or hours of staff support for EL programs and services from each of these resources in the last three years (since June 1, 2010)?	Changes in resources	Y	Y	Y		
40	To what extent have any of these policies or programs changed in the last three years (since June 1, 2010)?	Changes in policies/programs	Y	Y	Y		
41	If there were any major changes to EL course placement criteria, ELD course offerings, EL remediation/intervention resources, RFEP criteria, or RFEP processes, please describe them.	Major changes in policies/programs	Y	Y	Y		

Question Number	Question Text	TOPIC	Survey Type				
			LEA	PRI	ELC	ELA	MTH
42	To what extent are you familiar with the overlap between ELA content taught in middle school and content measured by the CAHSEE ELA test?	CAHSEE familiarity ELA	Y	Y		Y	
43	What is the course title of the target class? (ELA)	Target Class				Y	
44	To what extent are you familiar with the overlap between mathematics content taught in middle school and content measured by the CAHSEE mathematics test?	CAHSEE familiarity Math	Y	Y			y
45	How much importance is given to each of these inputs when determining English learner (EL) student placement into mathematics classes in your school?	Math Class placement		Y			Y
46	How often are decisions typically made or reevaluated regarding placement of EL students into mathematics classes in your school?	Math Class placement		Y			Y
47	Who is typically the lead staff member responsible for final mathematics course placement decisions?	Math Class placement		Y			Y
48	What mathematics course at your school is the majority of EL students typically enrolled in at each grade level?	Math classes		Y			Y
49	What is the length of a typical mathematics course at your school, in average daily minutes?	Math classes		Y			Y
50	What is the course title of the target class? (Math)	Target Class					Y
51	At what grade level do most of the EL students in this target class perform, in the content area of the class?					Y	Y
52	To what extent have you formally observed ELA teachers doing the following to help improve academic achievement of ELs?	Observed ELA Teacher practices		Y			
53	To what extent have you formally observed mathematics teachers doing the following to help improve academic achievement of ELs?	Observed Math Teacher practices		Y			