CAHSEE Evaluation 2010 Biennial Report:
Summary of Findings and Recommendations

Presentation to:
California State Board of Education

Presenter:
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Date:
March 10, 2010

Analyses of Test Results:
Passing Rates

Passing Rates for Seniors Similar to Last Year

Trends in 10th Grade Passing Rates

[Graphs and charts showing percent passing rates and trends over years]
Analyses of Test Results:
Trends for Lower-Achieving Demographic Groups (10th Grade Passing Rates)

10th Grade Pass Rates
80%
70%
60%
50%
40%
30%
20%
10%
0%
19%
20%
21%
20%
21%
20%
30%
31%
7%
6%
30%
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March 10, 2010 CAHSEE Evaluation 2010 Biennial Report

Analyses of Test Results:
CAHSEE Persistence
Class of 2008 Exit Codes Analyses By Demographic Group
Percent Meeting All but CAHSEE Requirement

• Only 1% of Class of 2008 students were coded as having met all requirements except the CAHSEE
  • 45% of these students continued to test in 2009
• More students who did not graduate in 4 years are continuing to take the CAHSEE
• About 60% of last year’s seniors who had not passed the CAHSEE did not test this year (27,500 students)
Analyses of Test Results:
Pathways to Success

- We examined the relationship between 7th grade CST scores and passing the CAHSEE by 12th grade for the Class of 2008
- 98% of 7th graders scoring at or above the 7th grade median in 2003 passed the CAHSEE by senior year
  - 91% scoring slightly below (within 35 points) the median passed the CAHSEE by their senior year
  - 63% scoring between 255 and 290 passed the CAHSEE
  - Only 30% scoring below 255 passed the CAHSEE
  - Results were lower for some groups (students with disabilities & EL)
  - Relationships similar for other groups – problems for those groups occur mainly before 7th grade
- Students at risk of not passing the CAHSEE can be identified in 7th grade

Class of 2008 CAHSEE Passing Rates by 2003 STAR 7th Grade ELA and Math Score Levels

<table>
<thead>
<tr>
<th>Average of 2003 STAR ELA and Math Score</th>
<th>Percent Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
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<td>99%</td>
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<tr>
<td>98%</td>
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<td>96%</td>
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<tr>
<td>94%</td>
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<tr>
<td>92%</td>
<td>99%</td>
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<td>90%</td>
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<td>88%</td>
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<td>86%</td>
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<td>84%</td>
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<td>82%</td>
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<td>80%</td>
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Analyses of Test Results:
Results for Students with Disabilities

CAHSEE Passing Rates by Time in Regular Instruction – 2006 and 2009

Average 11th Grade Score Gain by Time in Regular Instruction – 2006 and 2009
Analyses of Test Results:
Results for Students with Disabilities (Continued)

Percent of Students Using A Common Testing Modification – 2006 and 2009

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8%</td>
<td>5.4%</td>
<td>7.4%</td>
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<tr>
<td>3.0%</td>
<td>16.3%</td>
<td>27.6%</td>
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<tr>
<td>8.0%</td>
<td>15.7%</td>
<td>18.4%</td>
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<tr>
<td>10.2%</td>
<td>31.4%</td>
<td>42.8%</td>
</tr>
</tbody>
</table>

Percent with Common Modification Qualifying for a Waiver – 2006 and 2009

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.3%</td>
<td>24.9%</td>
<td>22.6%</td>
</tr>
<tr>
<td>25.3%</td>
<td>25.8%</td>
<td>17.5%</td>
</tr>
<tr>
<td>28.4%</td>
<td>22.3%</td>
<td>21.8%</td>
</tr>
</tbody>
</table>

Review of Test Quality:
Alignment Review Results

- Independent alignment study
  - Examined alignment of the Feb. 2008 CAHSEE test
  - Repeated review for ELA test in 2009
    - Generally good alignment
    - May want to increase depth of knowledge of reading comprehension questions
    - May need further investigation of differences between ETS and independent reviewers on mapping questions to specific content objectives.

- Scoring consistency for the essays
  - Percent agreement in essay scores similar to prior years. For 10th grade essays:
    - 67% exact agreement
    - Less than 1% discrepancies greater than 1 score point

<table>
<thead>
<tr>
<th>Content Strand</th>
<th>Categorical Concurrence</th>
<th>Depth of Knowledge</th>
<th>Range of Knowledge</th>
<th>Balance Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Word Analysis, Fluency, and Systematic Vocabulary Development</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2. Reading Comprehension</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
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<tr>
<td>3. Literary Response and Analysis</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
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<tr>
<td>4. Writing Strategies</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
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<tr>
<td>5. Writing Applications</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
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<tr>
<td>6. Written and Oral English Language Conventions</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
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</tbody>
</table>
Review of Impact of CAHSEE Requirement:

Student Questionnaire Responses

• Some trends from 2005 to 2009
  – Students report increased help preparing to take the CAHSEE
    • Teacher explained the CAHSEE (37/35% from 36/32%)
    • Spent time in class or took a special class to prepare
  – More students believe the CAHSEE is “very important” (81% from 79%)
  – More students reported most/all of the CAHSEE topics were covered in their courses (94/92%)
  – More 10th graders say they will stay in school and keep trying if they do not pass (77/79%)

• Students who passed were more likely to report
  – Use of released items to prepare
  – Plans to attend college
  – All or most topics were covered in their classes
  – They would stay in school and try again if they did not pass

• Students who did not pass either test were more likely to report
  – The CAHSEE was not very important
  – They might be delayed in graduating and have to take extra courses
  – The CAHSEE might prevent them from graduating
  – They plan to work full time or join the military after high school
  – Many topics were not covered in their courses and CAHSEE questions were more difficult than those encountered in their courses

Review of Impact of CAHSEE Req’t:

Student Questionnaire Responses

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

Reasons Given for Not Doing Well: 2009 (10th Graders)
Review of Impact of CAHSEE Req’t: Enrollment Decline Trends

Enrollment Decline Trends: Fall 10th to Fall 11th Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>% Decline</th>
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<tbody>
<tr>
<td>2000</td>
<td>7.8%</td>
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<tr>
<td>2001</td>
<td>7.4%</td>
</tr>
<tr>
<td>2002</td>
<td>7.9%</td>
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<tr>
<td>2003</td>
<td>6.7%</td>
</tr>
<tr>
<td>2004</td>
<td>6.4%</td>
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<tr>
<td>2005</td>
<td>6.0%</td>
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<tr>
<td>2006</td>
<td>5.5%</td>
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<tr>
<td>2007</td>
<td>5.7%</td>
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<tr>
<td>2008</td>
<td>4.8%</td>
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<td>2009</td>
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<td>2010</td>
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Graduation Rates

Graduation Rate Trends: 2003 - 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
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<tbody>
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<td>2003</td>
<td>80.7</td>
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<td>2004</td>
<td>80.1</td>
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<td>2005</td>
<td>79.1</td>
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<tr>
<td>2006</td>
<td>78.1</td>
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<td>2007</td>
<td>77.3</td>
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<tr>
<td>2008</td>
<td>76.4</td>
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<table>
<thead>
<tr>
<th>Group</th>
<th>2007</th>
<th>2008</th>
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<tbody>
<tr>
<td>Asian</td>
<td>85%</td>
<td>88%</td>
</tr>
<tr>
<td>Filipino</td>
<td>85%</td>
<td>88%</td>
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<tr>
<td>White</td>
<td>85%</td>
<td>88%</td>
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<tr>
<td>Pacific Islander</td>
<td>85%</td>
<td>88%</td>
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<tr>
<td>Amer. Indian</td>
<td>85%</td>
<td>88%</td>
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<tr>
<td>Hispanic</td>
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<td>88%</td>
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<tr>
<td>Black</td>
<td>85%</td>
<td>88%</td>
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</tbody>
</table>
Review of Impact of CAHSEE Req’t:
Teacher Characteristics and CAHSEE Performance

Percentage of Schools Using Teachers with Emergency Credentials

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

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

Recommendations

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

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

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

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

Recommendations (Continued)

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

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

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

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

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

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

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

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

Recommendations (Continued)

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

– Gap reduction has been a priority; gaps in graduation rates are a particularly important problem
Recommendations (Continued)

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

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