CAUSAL FACTORS ATTRIBUTED TO STUDENT SUCCESS ON THE CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

A Dissertation

Submitted to the
Faculty of Argosy University-Orange County

In Partial Fulfillment of
The Requirements for the Degree of

Doctor of Education

by

Nikita A. Rose

September, 2011

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Abstract

American students are failing to demonstrate expected competency on basic skills taught in schools. The educational system needs a major overhaul to address declines in scholarly engagement. The State Board of Education (SBE) designed the California High School Exit Exam (CAHSEE) to give some merit to the high school diploma. Minorities and economically disadvantaged students fail to attain minimal proficiency levels on standardized tests and to achieve gains comparable to those attained by students from affluent school districts, even when the most rudimentary skills are being tested The purpose of this study is to compare existing differences in student achievement by viewing existing data and to gauge faculty perspectives on why some students fare better than others on the CAHSEE.

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Doctor of Education in Leadership

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September, 2011

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DEDICATION

This piece of work is written in memory and dedication to my father, Vince Ray Rose, whose face I've never seen, whose voice I've never heard, whose embrace has never held me tight, yet whose blood flows through my veins and whose loving presence I have always felt surrounding me in spirit. I love you dear father with every breath in my body. It is also dedicated to my beloved grandparents Annie M. Rose and Dr. Albert G. Rose who taught me to embrace spirituality and value integrity. I hope they are proud of what I have accomplished in their honor, for I am proud to be born of their legacy which I will forever carry in my heart. I am indebted to my family, especially my loving aunt Darlene Jernigan and my two precious cousins, Laurice Towns and James Jernigan III who serve as a surrogate mother, brother and sister to me. The completion of this project would not be possible without the grace of my Lord and Savior from whom all blessings flow. This work is ultimately dedicated to my life's blood, my two sons, Adonis Hardaway and Derek Stewart Jr., who mean the world to me and have been my inspiration, my strength, and the reasons I am resilient and have the intestinal fortitude to persevere beyond all measure.

CHAPTER ONE: THE PROBLEM

Introduction

Contemporary educational organizations are charged with the task of developing curricula aimed at helping students achieve academic growth, while facilitating the ebb and flow of effective instruction. To ensure that students who receive high school diplomas meet the basic thresholds of academic proficiency and job readiness, 24 states have adopted exit examinations (Warren, 2007), including the state of California. An exit examination is a comprehensive test students must pass in order to obtain a high school diploma. Students will be excluded from graduation if they aren't successful on the test, even if they have completed all necessary coursework. The theory is straightforward – test students so everyone can be held accountable. State officials contended that exams would force the improvement of curriculum and instruction, therefore improving learning, and closing the achievement gap (Viadero, 2009). Disappointingly, the results in urban areas have been less than stellar. Current data is clear that large numbers of students who don't pass the test are typically from low-income families, are minorities, students with disabilities, and English language learners (Ell). Further, students who do well on the exit examination come from wealthier backgrounds and are educated in more affluent school districts. Achievement gaps on the exit examination remain largely unchanged according to a study by the Washington D.C.-based Center on Education Policy (CEP). This group projects that by the year 2012, 72% of all American public school students will be required to take these examinations. Due to an influx of Latino students in states with exit examinations, a disproportionate number of minority students (82%) and El students (87%) will be required to take the test (Slater, 2008). The pass

rate of El students continues to fall 30 to 40 points below the pass rate of other students, thus it becomes increasingly important to identify strategies that will help these students master the skills required for high school graduation. As the student populations in American schools become increasingly diverse, educators must respond with school reform efforts that meet the needs of all students. Former State Superintendent of Public Instruction, Jack O'Connell recently released the estimated test results for the CAHSEE. As of May 2008, 90.2% of students met the CAHSEE requirement (California Department of Education - CAHSEE, 2008). An estimated 3,589 students from the class of 2006 continued to take the CAHSEE from July 2007 through May 2008 and approximately 836 of those students met the requirement by May 2008. For the class of 2007, approximately 12,449 students continued to take the CAHSEE one year after completing their senior year. An estimated 3,267 students from the class of 2007 met the CAHSEE requirement by May 2008 (cde.ca.gov-CAHSEE Requirements, 2008). A lower percentage of African American, Latino, and El students met the exit examination requirement than students who are White or Asian. While the achievement gap persists, there are some encouraging signs of accelerated achievement among the historically underperforming groups. Latino/Black sophomore students are showing significant percentage gains in English Language Arts passing rates for the first time testers over the past year regardless of their economic status.

Problem Background

Potential employers are growing increasingly discontented with high school graduates entering the workforce who are unable to compete in a global job market. According to the California Business for Education Excellence (CBEE), 34% of job

applicants tested by major U.S. firms lacked sufficient reading and math skills to do the jobs that they sought (CBEE, 2004). These students' inability to demonstrate competence in basic subjects for postgraduate employment is cause for alarm and has led to a need for massive intervention from top legislative officials, including the State Board of Education (SBE) which, in the state of California has designed a basic skills test in the form of a high school exit examination, known as the California High School Exit Exam (CAHSEE) first developed in 1999. Section 60850 of the California Education Code permitted then state Superintendent of Public Instruction to develop a high school exit examination to assess the achievement of content standards for English Language Arts and Mathematics (California Department of Education - CAHSEE, 2007). Employers, like many other members of the public, may believe exit examinations have increased the academic achievement of high school graduates. Proponents of High School Exit Examinations (HSEE) contend that technological change and industrial restructuring have produced a labor market that requires more highly skilled workers than secondary schools currently produce. The logic of these claims seem compelling and proponents argue that state HSEEs will certify that graduates possess skills necessary to compete in this new economy and will force schools that do not produce such graduates to improve the quality of their instruction (Jacob & Thomas, 2006). Employers of relatively less skilled workers — that is, those without any postgraduate education, generally value other intrapersonal characteristics such as reliability and trustworthiness as much as they value academic prowess, although exit examinations signal to employers that high school graduates are able to follow through on a more rigorous set of standards and requirements and thus certify that graduates possess the skills employers value (Bishop, 2001).

Senate Bill 2, Chapter 1, Statutes of 1999 defined that the purpose of the CAHSEE is to improve student achievement in high school and to ensure that graduates can demonstrate competency in reading, writing, and math. The CAHSEE is a standardized test that assesses a student's proficiency of content standards by grade 10 in two core subjects, English Language Arts (ELA) and ,mathematics. The reading section includes vocabulary, decoding, comprehension, and analysis of informational and literary texts. The writing section covers writing strategies, applications, and the conventions of Standard English (for example, grammar, spelling, and punctuation). The mathematics part of the CAHSEE tests state content standards in grades 6 and 7 and Algebra I (cde.ca.gov – CAHSEE, 2011). The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percentages. Most of the questions on the CAHSEE are multiple choice. Students must take the exam for the first time in the second part of their 10^{th}-grade year. School districts receive student score reports about seven weeks after the date of the exam. One copy is to be mailed to the student's home and another copy is to be kept in the student's permanent record (cde.ca.gov-CAHSEE, 2010). The CAHSEE is a key component of this accountability program. It consists of two independent tests designed to evaluate whether high school students have mastered English roughly at a grade 10 level and math at a grade 8 level. During their high school career, students have up to six opportunities to take the CAHSEE, once in grade 10, twice in grade 11, and three times in grade 12. If students

pass one component but fail the other component, they need only retake the component they have failed.

The State of California does not keep a copy of the scores. All individual student scores are confidential. Only group scores (for entire schools and districts) are made public. Scores may range from 275 to 450. A passing score is 350 or higher. Students who do not pass the exam in the 10th grade will have several opportunities to take it again during their junior and senior years. Once they have passed either part of the exam, they will not be tested again on that part. By state law, students who do not pass a part of the exam must be offered extra instruction to learn what they need to know in order to do so. If a student has an individualized education program (IEP) or a Section 504 Plan, it should describe any special arrangements the student is entitled to while taking an exam. Special arrangements for taking the CAHSEE are categorized as either "accommodations" or "modifications" (cde.ca.gov-CAHSEE modifications, 2011). It is important to understand the difference between them because it may affect a student's score on the exam. An *accommodation* does not alter what the test measures — for example, taking extra breaks during the exam or using a test booklet with large print. A *modification* fundamentally alters what the exam measures — for example, using a calculator on the mathematics part of the exam or hearing an audio presentation of the questions on the ELA part of the exam. Students must be permitted to use any accommodations or modifications on the CAHSEE that are specified for testing purposes in their IEP or Section 504 Plan (cde.ca.gov-CAHSEE modifications, 2011). Students who take the exam using an *accommodation* receive a score just as any other student does. However, students who use a *modification* receive a numeric score followed by the

word “MODIFIED.” If the student receives a score of 350 or higher, the student may be eligible for a waiver, which is done, in part, by presenting evidence proving that the student has gained the knowledge and skills otherwise needed to pass the CAHSEE (cde.ca.gov – CAHSEE modifications, 2011). Students who are English learners are required to take the CAHSEE in grade ten with all students. However, the law says that during their first 24 months in a California school, they are to receive six months of special instruction in reading, writing, and comprehension in English. Additionally, English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. A student who does not pass the exam in grade 10 will have additional opportunities to pass it. It is up to each school and district to decide how to provide this instruction based on student need and beyond high school (cde.ca.gov - CAHSEE, 2011). Students must pass the CAHSEE, answering a minimum of 60% correct on the ELA section, and a minimum of 55 % correct on the mathematics portion. (cde.ca.gov - CAHSEE, 2007). Former Superintendent of Public Instruction, Jack O’Connell, in tandem with the SBE, has implemented this form of assessment as a measure to validate the education a student receives in the public school system, while awarding further merit to the high school diploma. This standardized test is the only one of its kind mandating that all high school students must pass. In an effort to increase scores on the CAHSEE, state policymakers have allocated an additional $70 million dollars for seniors who have yet to pass the examination in the class of 2007 – over three times the unprecedented resources devoted to helping the seniors from the class of 2006 pass the assessment (Education Trust West, 2006). The graduating classes of 2006 were among the first students required to meet the augmented criteria for graduation, which

included completion of 220 semester credits, 45 hours of community service, and passage of both sections of the CAHSEE. One of the most troubling problems facing schools today is the achievement gap – the disparity in academic performance among different groups of students. Educators are confronted with more challenges in an age of advanced technology and lack of academic efficacy especially when students are disengaged with the pervasive discourse. Economically indigent students in urban areas are more vulnerable to inadequate schooling conditions and, as a result, more prone to lower test scores. Educators must appeal to students' intellectual capacities by increasing the volume of inclusive course work and thus to influence the disenfranchised learner to gain superior scholastic skills post graduation. Whereas proponents see the exit exam as a way to produce higher levels of achievement, critics worry that requirements come down harder on students from poor families, minority groups, and under-resourced schools; likewise, graduation rates among the poorest performing Black, Latino, and Asian students declined by 15 to 19 percentage points following the enactment of the exit-examination policy. The comparable graduation rate drop for White students in the same achievement quartile was 1 percentage point (Education Week, 2009). Statewide, public school enrollment has been rising; meanwhile, the number of high school graduates has remained stagnant. The number of graduates declined in the Los Angeles Unified School District from 29,744 in 2005 to 27,438 in 2007 (Landsberg, 2008).

High school students and instructors have been identified from two diverse public schools in California, one from an affluent school district and the other from an economically disadvantaged area; teacher perspectives on the CAHSEE scores are examined. To be examined are specific factors attributing to student success, or lack

thereof on the examination, including teachers' perspectives, class size, experience of teacher, and funding for the CAHSEE and CAHSEE scores.

Teacher Perspectives

It is important to identify and document perspectives of 30 to 40 English and math instructors employed at both schools to gauge their views on why some students fare better than others on the CAHSEE. Their outlook may lend insight into the causes of the achievement gaps in two groups of students and may answer questions the key stakeholders in education have about the discrepancies in test scores. The classroom experience affords educators an opportunity to connect with students and to cultivate their limited perspective on a global scale. Day-to-day interactions with students provide teachers with a wealth of information useful in determining effective educational policies.

Class Size

In 1996 legislation for Class Size Reduction (CSR) was passed in response to pervading discontent with underperforming public schools. School officials anticipated that reducing student-to-teacher ratios in the classrooms would increase test scores and lead to large gains in student achievement. Since 1996, California has set aside huge amounts of money – nearly two billion dollars for the 2008-2009 school year – to limit class sizes to 20 students in kindergarten through third grade (Achilles, 2000). Those are the crucial early years of schooling, when children acquire reading and math skills that determine their success later. California's target is to reduce classes to 20 students. Teachers across the nation agree that a small class makes for a better learning environment and affords them the ability to identify a student's strengths and weaknesses (Wang & Finn, 2000). Across the nation, initiatives to reduce class sizes followed a

landmark study called Project STAR (Student-Teacher Achievement Ratio), conducted by the state of Tennessee in the late 1980s (Mostellar, 1995). Funding for class-size reduction in California is about $1,000 per student – $500 for half-day kindergartners. Wisconsin, by comparison, spends $2,250 annually for each low-income child in its class-size-reduction program. A school district that elects to continue to operate a class size reductions program in grades 10 to 12, inclusive, shall be eligible to receive $165.00 per pupil (Nye, 2000). California districts rely heavily on their general funds to fill the gap between what the state grants for smaller K-3 classes and what it actually costs. Critics of California's class-size-reduction program have pointed out other problems; among them, the rush to reduce class sizes caused many districts to hire teachers who were not yet fully credentialed or highly qualified to teach to the standards of No Child Left Behind (NCLB). Most of those teachers were assigned to schools serving the most disadvantaged, academically challenged students. Recent research raises more questions about the benefit of reducing class size. A study from Northwestern University in Illinois suggested that small classes may benefit high achievers more than low achievers – especially in kindergarten and first grade. In 2002, the California Department of Education commissioned research groups to evaluate the state's class-size-reduction program launched in 1996. Although elementary student achievement rose during that time, it wasn't clear whether smaller classes were the reason (star.cde.ca.gov, 2009).

Experience of Teacher

Teacher training is an integral part of the education process. It is well established that a teacher’s knowledge, competency, and mastery of subject matter are key determining factors in student performance. The success of any school is contingent upon

the empowerment of teachers, and this success is gained through adequate training. “The most important factor in student success is a well-trained teacher, and the most important thing we can do to improve student achievement is to make sure there is excellent instruction in every classroom," O'Connell said. "While teacher quality is known to be a primary determinant of student achievement, there is substantial uncertainty about the leverage that a school district has to improve the stock and performance of its teachers through compensation, class size and other job characteristics.” School systems must offer training to teachers employed in urban areas with few intercultural experiences and assist them in developing inclusive curricula to support their efforts. Teachers in the Compton Unified School District are required to take cultural sensitivity training, including Cultural Language and Diversity (CLAD) courses, to attend retreats, and to learn how to design lesson plans to incorporate Specially Designed Academic Instruction in English (SDAIE), differentiated instruction, and a creative use of resources to teach nontraditional students within the confounds of a traditional setting (Compton.k12.ca.us, 2011). “All teachers need to develop an understanding of the diverse cultural patterns and the historical impact of diverse populations on the development of the U.S. This understanding needs to be infused across courses in teacher education programs” (Berkeley, 2008). Where nontraditional students experience a disconnect from irrelevant course work, multicultural programs may fill the gap of academic deficiencies and establish a foundation for cognitive development. On May 12, 2006, the U.S. Department of Education (DOE) requested that California submit a revised Highly Qualified Teacher (HQT) plan detailing the actions that the California Department of Education (CDE) would take to ensure that during the 2006-07 school year and beyond,

all teachers of core academic subjects would be highly qualified, and that underperforming children would be taught by HQTs at the same rates as other children. Similar requests were made to all states because the DOE had determined that, although most states have made significant progress over the past four years, none was likely to meet the NCLB requirements. NCLB requires that teachers hired into Title I, Part A, programs after the first day of the 2002-03 school year are to have been "highly qualified," and that all teachers of core academic subjects within the state are to be "highly qualified" no later than the end of the 2005-06 school year (gao.gov, 2009). In June 2003, California requested that the U.S. Department of Education (USDE) allow a transition period (until June 2004) for newly hired Title I teachers to meet the NCLB teacher requirements, but USDE responded that NCLB does not allow for such a transition period. California will continue to seek some flexibility regarding this aspect of the federal requirements, but in the meantime, the state is complying with federal requirements. Recently all the state plans were peer reviewed by panels of readers with expertise in teacher quality and education reform. The No Child Left Behind Act recognizes these plans. The law requires that all teachers of core academic subjects in the classroom be highly qualified. This status is determined by three essential criteria: (a) attaining a bachelor's degree or better in the subject taught, (b) obtaining full state teacher certification, and (3) demonstrating knowledge in the subjects taught (cde.ca.gov, 2011). States have worked hard to meet this goal. Despite notable progress and some innovative ideas, more work still needs to be done. One of the greatest challenges is placing good teachers in underperforming schools and high-poverty communities. Studies show that students from low-income families who acquire strong math skills by

8th grade are 10 times more likely to finish college than their peers. But in high-poverty schools, about half of the grade 7-12 math teachers did not major or minor in math in college. Compounding the problem, two-thirds of the nation's K-12 math and science teachers are expected to retire by 2010. As Secretary Spellings has noted, "We don't serve teachers or students well by placing our least experienced teachers in our most challenging environments." The state's definition of a Highly Qualified Teacher must be consistent with federal law and universally applied. States and districts must provide parents and the public with accurate and complete reports on the number and percentage of classes in core academic subjects taught by highly qualified teachers; reporting of HQT data to the department must be complete and accurate; and states must take action to ensure that inexperienced, unqualified, or out-of-field teachers do not teach poor and minority students at disproportionately higher rates than their peers. From March 8 to May 12, 2006, the Department of Education assessed HQT data for 2004-05 and previous years, making determinations about whether the states were on track to meet NCLB's HQT requirements as well as the four "good-faith" elements. On May 5, 2006, the department notified states in writing of the results of the assessment of their HQT progress and requested them to submit Revised State Plans. On July 7, 2006, revised plans were due to the department. September 29, 2006 was the deadline for most states to submit revisions to revised plans based on peer review recommendations. November 1, 2006 was the deadline for states under strict scrutiny to complete their newly revised state plans. Other support for Highly Qualified Teachers to the president's 2007 budget included $2.9 billion to help states meet NCLB teacher quality requirements (epi.org, 2011). Title I Funding school districts are required to use to 5% of their Title I funds for

HQT purposes. The Teacher Incentive Fund — funded for the first time in 2006 — provides financial incentives to teachers for improved achievement in high-poverty schools. Congress and the president made permanent up to $17,500 in loan forgiveness for highly qualified math and science teachers who choose to serve low-income communities. The peer reviewers found that California was to be commended for recent and ongoing efforts in this area; however, the reviewers did find that the plan had a number of deficiencies, including sufficient strategies to ensure that California will reach the goal of having all classes taught by highly qualified teachers by the end of the 2006-07 school year and to have poor and minority children taught by HQTs at the same rates as other children (epi.org, 2011).

Funding

There are eight assurances agreed upon by all to the districts or independent charter schools that requested CAHSEE intensive instruction and services funding for 2007-08; they are to:

1. Ensure that each eligible pupil receives an appropriate diagnostic assessment to identify that pupil's areas of need.
2. Ensure that each pupil receives intensive instruction and services based on the results of the diagnostic assessment and prior results of the CAHSEE.
3. Demonstrate that funds will be used to supplement and not supplant existing services.
4. Provide to the Superintendent of Public Instruction, in a manner and by a date certain determined by the Superintendent, the number of eligible pupils at each high school in the school district.
5. Submit an annual report to the Superintendent and the appropriate county

superintendent of schools, in a manner determined by the Superintendent, that describes the manner and frequency in which eligible pupils were notified of the intensive instruction and services provided, the number of pupils served, the types of services provided, and the percentage of pupils in the school district who successfully pass the CAHSEE by each type of service provided.

6. Ensure that all pupils who have not passed one or both parts of the CAHSEE by the end of grade 12, or parents or legal guardians if the pupil is under the age of 18, are notified in writing at the last known address before the end of each school term of the availability of the services in sufficient time to register for or avail themselves of those services each term for two consecutive academic years thereafter and are notified of the right of a pupil to file a complaint regarding those services. In addition, the notice (compliance with *Education Code* Section 48985) shall be posted in the school office and district office and on the web site of the school district, if applicable.
7. Ensure that all pupils who have not passed one or both parts of the CAHSEE by the end of grade 12 have the opportunity to receive intensive instruction and services as needed based on the results of the diagnostic assessment and prior results on the CAHSEE, as specified in the second item above, for up to two consecutive academic years after completion of grade 12 or until the pupil has passed both parts of the CAHSEE, whichever comes first. A school district shall employ strategies for intensive instruction and services that are most likely to result in these pupils passing the parts of the CAHSEE that they have not yet passed.

8. Ensure that all English learners who have not passed one or both parts of the CAHSEE by the end of grade 12 have the opportunity to receive intensive instruction and services including, but not limited to (a) individual or small group instruction, (b) hiring of additional teachers, (c) purchasing, scoring, and reviewing diagnostic assessments, (d) counseling, (e) designing instruction to meet specific needs of eligible pupils, (f) appropriate teacher training to meet the needs of eligible pupils, (g) instruction in English language arts or mathematics, or both, that eligible pupils need to pass those parts of the CAHSEE not yet passed, and (h) providing instruction and services by a public or nonpublic entity, as determined by the LEA. In addition, include services to improve English proficiency as needed based on the results of the diagnostic assessment and prior results on the CAHSEE, as specified in the second item above, to pass those parts of the CAHSEE not yet passed, for up to two consecutive academic years after completion of grade 12 or until the pupil has passed both parts of the CAHSEE, whichever comes first. A school district shall employ strategies for intensive instruction and services that are most likely to result in these pupils passing the parts of the CAHSEE that they have not yet passed (cde.ca.gov, 2008).

CAHSEE Intensive Instruction and Services Apportionment (Resource Code 7055). In October 2006, districts received an apportionment provided by Item 6110-204-0001 of the Budget Act of 2006 (Chapter 47, Statutes of 2006) as amended by Assembly Bill (AB) 1811 (Chapter 48, Statutes of 2006), at $500 per pupil, for the purpose of CAHSEE Intensive Instruction and Services (AB 1802 CAHSEE Intervention Materials Apportionment; Resource Code 7056), in March 2007, the (SBE), in response to AB

1802. CAHSEE Intervention Materials approved three companies to provide individualized intervention materials for 11th and 12th-grade pupils who had not passed both sections of the CAHSEE. This apportionment, a one-time funded $19.88 per pupil allocation, is to be used to purchase materials from the following three SBE approved providers:

Grow Network submitted MyGuide
Darlene Hart
877-713-4093

Peoples Education submitted Measuring Up
David Shiffman
800-822-1080, ext. 322
September 4, 2007
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Revolution submitted Revolution Prep
Jake Neuberg
310-458-0575, ext. 8

Please note, only the AB 1802 Intervention Materials apportionment is restricted to the three SBE-approved providers. Current laws require that funding for CAHSEE intervention be targeted at those students in grade 12 and beyond.

Statement of the Problem

The problem is the disparity in the achievement gap that persists in urban areas. Minority and economically disadvantaged students fail to attain minimal proficiency levels on standardized tests and achieve gains comparable to those attained by students enrolled in affluent school districts, even when the most rudimentary of skills are being tested. Plummeting test scores on statewide examinations in urban districts are plaguing the California public school system.

Exit examinations have a greater impact on graduation rates in states that are more racially/ethnically diverse and that have higher rates of poverty. This doesn't

necessarily mean exit exams are the sole cause of dropout rates of disadvantaged students, but it is consistent with higher drop out rates (U.S. Fed News Service, 2009).

Purpose of the Study

The purpose of this study is to compare existing differences in student achievement, to evaluate faculty perspectives on the exam, and to determine why 10th-grade students enrolled in the ABC Unified School District excelled in such a far superior way on the CAHSEE than 10th-grade students enrolled in the Compton Unified School District in 2009. By identifying what causal factors play a role in student success, including: number of highly qualified teachers as defined by the No Child Left Behind Act of 2001 (NCLB) employed by each district, class size, and funding, the Compton Unified School District (CUSD) may be inclined to adopt practices akin to those applied by the Artesia, Bellflower, Cerritos Unified School District (ABCUSD) for the benefit of its students.

Research Questions

1. Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?
2. Does the average class size ratio of students per teacher on each campus effect CAHSEE scores?
3. Does per pupil spending at each school have an effect on CAHSEE scores?
4. Does CAHSEE tutorial assistance used at both schools help boost students' test scores?
5. Does additional CAHSEE tutorial assistance help increase El students' test scores?

Research Hypotheses

There are five hypotheses based on the research questions identified by the researcher. The five research hypotheses are as follows:

1. The number of highly qualified teachers employed at both schools will have an affect on CAHSEE test scores.
2. Large class size negatively effects student success on the CAHSEE.
3. Per pupil spending at each school does not have an effect on CAHSEE scores.
4. CAHSEE tutorial assistance used at both schools does increase test scores.
5. CAHSEE tutoring assistance does increase test scores for El students.

Definition of Terms

The following terms are relevant to this investigation and therefore, need further clarification. The terms are operationally defined within the context of student support services education and are as follows:

AB. Assembly Bill

Achievement gap. The gap in standardized test scores between African American, Hispanic, Native American, and low-income students and their White, Asian, and economically advantaged peers.

Affluent. Having an abundance of wealth, property, or other material goods; prosperous; rich: *an affluent person.*

API. Academic Performance Index: The baseline for measuring student achievement in public education. Content standards are used as the learning benchmark; scores on the California Standards Test and the California High School Exit Exam

determine 90% of API for secondary English language arts. The remaining 10% is placed on the norm-referenced Stanford Achievement Test (Stanford 9).

Assessment. A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about children's characteristics.

At-risk students. A term applied to students who have not been adequately served by social service or educational systems and who are at risk of education failure due to the lack of services, negative life events, or physical or mental challenges, among others.

AYP. Academic Yearly Progress: As determined by the No Child Left Behind (NCLB) Act of 2001, each state is mandated to develop and implement a system of accountability in order to ensure that all districts and schools make Adequate Yearly Progress. By 2014, all California school students must be performing at a level of proficiency in English language arts and mathematics.

CAHSEE. California High School Exit Exam: First instituted in 1999, the California High School Exit Exam is the first examination of its kind in the state to test secondary English language arts and mathematics to a level of minimum competency. Students are required to pass the CAHSEE, which is based upon the content standards in both English language arts and mathematics, in order to earn a high school diploma.

CELDT. California English Language Development Test Students in kindergarten through grade 12 whose home language is not English are required by law to take an English skills test. In California, the test is called the CELDT. This test helps schools identify students who need to improve their skills in listening, speaking, reading, and

writing in English. Schools also give the test each year to students who are still learning English.

Certified Teacher. A teacher who has earned credentials from an authoritative source, such as the government, a higher education institution, or a private source. These certifications allow teachers to teach in schools that require authorization in general, as well as enabling educators to teach in particular content areas and across the curriculum. Though many authorizing entities require student teaching before earning teacher certification, routes vary from country to country.

Content Standards. A common consensus concerning the body of educational knowledge all students should know and be able to exhibit.

Culture. Includes ethnicities, racial identity, economic class, family structure, language, and religious and political beliefs.

Curriculum. Includes the goals and objectives of the school program, the teacher's role, the equipment and materials, the space arrangement, the kinds of activities, and the way they are scheduled.

CLAD. Cultural Language and Development.

Class Size Reduction (CSR). The Class Size Reduction Act, which reduced class sizes in 9th-grade English and one other 9th-grade course required for graduation (mathematics, science, or social studies). The Class Size Reduction Program allocates funds to school districts for participating high schools to reduce class size in grade 9 English and one other course required for graduation (mathematics, science, or social studies). Districts may also serve grades 10, 11, or 12 if they have continuously implemented the program since 1998.

CST. California Standards Test

Demographics. The term demographics include ethnicity, age, income, mobility, educational attainment, home ownership, employment status, and even location.

DOE. Department of Education

Economically Disadvantaged. Students who are from low-income families and are eligible for free or reduced lunch through the federal lunch program.

English Language Development (ELD). A specialized program of English language instruction appropriate for the English learner (El) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing (R30-LC).

El. English learner students are students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language (grades kindergarten through grade 12) assessment procedures and literacy (grades 3 through 12 only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs (R30-LC).

English as a Second Language (ESL). A program that develops bilingualism and bi-literacy in English and a second language by integrating

English learners (Els) with English speakers (proficient in English). This program establishes classrooms with linguistic equity or balance, with ideally 50% English learners and 50% English speakers.

Exit Exam. Also known as CAHSEE.

Equity. The state of educational impartiality and fairness in which all children—minorities and non-minorities, males and females, successful students and those who fall behind, students with special needs and students who have been denied access in the past — receive a high-quality education and have equal access to the services they need in order to benefit from receiving an education.

Latino(s). The term Latino refers to any person having Hispanic or Latin American background.

Highly Qualified Teacher. (HQT). This status is determined by three essential criteria: (a) attaining a bachelor's degree or better in the subject taught, (2) obtaining full state teacher certification, and (c) demonstrating knowledge in the subjects taught.

HSEE. High School Exit Exam.

Local Education Agency. (*LEA).* The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding sub grants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, and services to

homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Low-income Student. A low-income student is one whose family's taxable income for the preceding year did not exceed the poverty level.

Minimum Competency. Middle school level proficiency grades 6, 7, and 8.

No Child Left Behind (NCLB). The No Child Left Behind Act, enacted in 2001, was put into action in order to ensure equal, fair, and significant opportunity for all students to obtain an education of high quality and a level of proficiency with both state and academic standards and assessments.

Outcomes. Desired results for young children's learning and development across multiple domains.

Pedagogy. A variety of teaching methods or approaches used to help children learn and develop.

Pupil/Teacher Ratio. The enrollment in a school or district is divided by the full-time equivalent (FTE) number of teachers to obtain the pupil/teacher ratio. For example, if a district has 1,000 students' enrolled and 50 FTE teachers, the ratio is 20 pupils to every one teacher.

Sample Size. The number of individuals being studied in a single sample in a research project.

SB. Senate Bill

Specially Designed Academic Instruction Delivered in English (SDAIE). An instructional approach designed to increase the level of comprehensibility of the English

language in the content area of the class. The specially designed content instruction in subject matter, such as math or social science, is presented in English to English learners in classes that are restricted to instruction in the subject area and grade level of the prerequisite credential or permit (as applicable).

Standardized Tests. (i.e., CST, Stanford 9). Each spring, students in grades 2 through 11 take a STAR test. The STAR Program looks at how well schools and students are performing. Students take tests in math, reading, writing, science, and history. Teachers and parents can use test results to improve student learning. The STAR Program includes four tests: the California Standards Tests, the California Modified Assessment, the California Alternate Performance Assessment, and the Standards-based Tests in Spanish.

Student Success. Student success is defined as a student's participation in a class in which they received a grade of A, B, C, or Credit.

USDE. United States Department of Education.

Significance of Study

This study is worthy of research because it is necessary to identify and address the contributing factors in students' successes and deficiencies in their academic studies. School districts and administrators need to be made aware of what causal factors are instrumental in determining what leads to student success on the exit exam in order to address any rectifiable short comings on the school's behalf and make necessary adjustments accordingly, whether it be aligning the curriculum to the state standards, employing qualified teachers, and perhaps reducing class size and offering tutorial courses for the CAHSEE. Economically disadvantaged students who attend schools in

urban areas consistently fail to attain proficient levels of basic skills. The CAHSEE, albeit a new examination for the state of California, tests only those standards-based skills students should have learned in English and math courses by grade 10. Because a student can pass the CAHSEE with an average score ranging from 55% and 60% correct (on a standard scale of 100 percent passing, these totals range from a "D" to an "F" average and are considered passing) on the exam, it is tremendously alarming when students are unsuccessful and can't pass this basic skills test. This examination challenges the system of mediocrity and raises expectations and results for California's schools and students alike.

This study will shed light on some of the possible inequities in access to educational resources, the shortage of qualified teachers, and increase focus on a district that is seemingly afforded an opportunity according to operate on a level state records, but may have yet to fully align its schools' curriculum to the state content standards. It will demonstrate the negative effects of disproportionate funding allotted for each school (if that exists) and identify if funds are being utilized for the benefit of student achievement on the CAHSEE, and finally which best practices will yield the desired results of realizing growth and achievement on standardized exams by school year's end,

Overview of Study

Chapter Two provides a review of the literature that explores relevant theory and research on the CAHSEE, including studies that reviewed the factors affecting success on the CAHSEE. Additional topics to be explored are faculty perspectives and other causal factors attributed to for a student success. Chapter Three will present the procedures that were used to collect the data and to answer the research questions that were posed in

Chapter One. Chapter Three further includes a synopsis of the research design, a description of the subjects, and the statistical procedures employed. Chapter Four presents the results of the data analyses and interpretation of the findings. The final chapter, Chapter Five, provides a summary of the study and a discussion of the results and their implications.

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

This literature review provides an in-depth analysis of the causal factors that affect a student's success on the CAHSEE. Chapter Two is divided into five major sections and four subsections, which will be outlined as follows: (a) Class Size, (b) Experience of Teacher, (c) Funding for CAHSEE, (d) Per Pupil Expenditures, and (e) CAHSEE Tutorials, whose subsections include: (f) Exit Exam Requirements in other States, (g) Faculty Perspectives, (h) NCLB Act, and (i) ELL Students.

Class Size

Research suggests that students who are taught in a smaller class size setting may more effectively connect with the teacher and educational materials presented, thereby enhancing their ability to retain and recall information. Smaller classes may also increase academic achievement and help close the prevalent achievement gap that exists in education. Teachers who have fewer than 20 students per class have an opportunity to build stronger relationships in the classroom, can present tailored lessons to benefit each individual learning style, and create a positive learning environment. In 1998, congress allocated funds to reduce class size in the early grades through the Class Size Reduction (CSR) Program (Scudder, 2001). The goal of the program was to reduce class size in grades K through 3 across the country to an average of 18 students per class. Over 100,000 new teachers were hired to achieve this effort. In 1999, the first year of the initiative, congress delegated 1.2 billion dollars to schools and justified this expenditure by stating, "Class size reduction can be particularly beneficial in early grades because students in those grades are learning to read and to master the basics in math and other

subjects". The Department of Education estimated that during the fiscal year, 1999, school districts hired approximately 29,000 new teachers from CSR funds (Scudder, 2001).

The state of Tennessee first implemented the CSR program — aptly named Project STAR (Student Teacher Achievement Ratio) — in 1985 and it ran through 1989. Kindergarten students from 79 elementary schools statewide were randomly assigned to one of three types of classroom settings: small, with 13 to 17 students; regular, with 22 to 26 students, and regular with an aide. Students remained in the same type of class until third grade (star.cde.ca.gov, 2011). Reported data reflected the following: Small classes consistently scored significantly higher on achievement tests than the regular classes and the regular classes with an aide. The advantage of being in a smaller class was greater for minorities than for non-minorities. The improvements for minorities was nearly double that of non-minorities. For example, the advantage of being in a smaller class for White students was an average of 8.6 points (.15 standard deviations) on the Stanford Achievement Test (SAT) reading scale. In contrast, minorities in small classes outperformed their counterparts by an average of 16.7 points (.35 standard deviations), more than twice the effect size for non-minorities (Finn & Achilles, 1990). This same pattern emerged for all test components that were administered. After entering regular size classes in the fourth grade, students from the small classes during K-3 had higher achievement than did those students from regular classes. Class size reduction students exhibited higher achievement through the eighth grade although the differences became smaller over time.

Class size is a relative factor. Customarily, class size ranged from 30 to 40 students but those circumstances assumed that all students were of equal background and all started at the same levels, with few or no disadvantages. The social, political, and economic environment has changed to such levels especially in urban areas that states must determine the most favorable class-to-teacher ratio to establish designated class size ratio. This number is determined by the diversity level of each community – the physically disabled, economically disadvantaged, and the culturally and religiously diverse population segments (Nelson, 2006). An equitable educational opportunity is only possible if every child receives the same level of attention in the classroom. In a culturally diverse class where children are beginning at different levels, an equitable educational opportunity might not be possible unless class size is reduced to manageable levels. A reduced class size that is manageable is usually a mandate from the state that determines or sets objectives to close the existing achievement gap (Grahm, 2009).

Small class size initiatives in Wisconsin, North Carolina, and Indiana have also reported pertinent data that mirror the results found in the Tennessee STAR Project. Students of these states showed statistically superior performances on standardized tests in grade school and beyond. Finn (1999) explored the possibility that "student engagement" may explain why some students perform well in school in spite of disadvantages that put them at risk of school failure. Teacher interviews have suggested that small classrooms form a cohesive, friendly environment for students. In turn, students form better relationships with classmates and with their teacher, and thus most become more engaged in classroom activities. As a result of a friendly environment, high-risk students may also feel more comfortable asking questions, contributing to class

discussions, and drawing attention to themselves. Additionally, research has attributed comparable benefits to class size**.** For example, some of the Project STAR team reported that children in small classes were less likely to be retained than children in regular classes. They also found that fourth-grade teachers reported more active participation from students who had previously been enrolled in smaller classes. A different small class size evaluation conducted in Nevada suggests that children in small classes are less likely to be referred to special education. Researchers also have reported higher morale and less teacher stress for teachers who instruct classes with a smaller number of students. Another outcome of smaller class size is that teachers report that they can move through their curriculum at a faster pace. In most of these instances, the changes are small and not always statistically significant. Nevertheless, such factors can be considered benefits to class size reduction (Illig, 2006).

Fiscal implementation issues. Three fiscal issues should be addressed regarding the implementation of smaller classes in California. One issue is whether school districts have the means by which to fund the additional physical infrastructure needed to accommodate smaller classes. The Greene and Sher bills address this issue; the governor's proposal does not. Another issue is whether funding proposals for staff and other needs is sufficient. Some informal analyses indicate that the existing proposals could require school districts to fund up to half of the cost associated with class size reduction; others suggest that these proposals could require school districts to fund more than half. A final issue is whether there will be enough teachers to staff additional classes. Some school districts now rely on emergency credentials in order to staff existing classes. Increasing the demand for teachers is likely to further exacerbate current

shortages, and could affect teacher salaries (U.S. News, 2009).

Experience of Teacher

A classroom teacher's experience is an important factor associated with student achievement and professional acumen can play a key role in the intellectual development of children. Teachers who have had advanced training over the years through professional development and the time to go through trial and error to develop effective teaching strategies makes it plausible to assume that a teacher's expertise and sense of efficacy will increase with years of teaching experience. An effective teacher learns to respond to the diverse needs of nontraditional students by differentiating instruction in the classroom through modified lessons. In a differentiated classroom, fundamental understandings, SDAIE strategies and skills are the primary objectives for all learners. Instructors who espouse SDAIE and differentiated instruction practices greatly benefit the learning capacity of students. These teachers strive to appeal to the different learning modalities by using varied forms of instruction and by identifying individual interests to promote satisfactory results (Tomlinson, 2000).

For many novice teachers, the first solo endeavor in the classroom is a "sink or swim" experience. With sufficient training that includes extensive field experience, the new teacher may feel more confident, but even those with the most confidence still find the complexities of decision-making perplexing. For novices who are less confident, frustration and depression may ultimately drive them from the classroom. In fact, nearly half of all new teachers leave teaching within the first five years (Boles & Troen, 2002). It is essential for teachers to explore elements of their teaching practice while recognizing how those elements work together. They need a structure through which to reflect on

their professional practice. Nowhere in the nation does our educational system face a tougher challenge than in the inner-cities. In the inner-city, teachers face a gamut of overwhelming issues for which they need to be prepared. Accordingly, the role of the school administrator as initiator and sustainer of academic improvement is imperative. Inner-city districts acknowledge that they must deal with the fact that a great number of their staff is relatively inexperienced and suffers from high teacher turnover, especially once teachers gain some initial experience. Moreover, less experienced teachers with fewer credentials are often concentrated in schools with the greatest needs, due in part to the challenge of recruiting and retaining teachers when school districts in surrounding areas could offer their teachers better paying salaries, better resources, and fewer challenges. These difficulties are compounded by the limited training that inner-city districts offered new teachers before they entered the classroom. Additionally, professional development is not usually focused on a consistent educational strategy and often consists of “one-shot” workshops on a series of topics that don’t really produce any insightful outcome a teacher can use in the classroom. Administrators can provide immeasurable assistance to teachers by taking a few steps to ensure they will be sufficiently informed and equipped with expectations in the daily functions of the school culture and various areas in the classroom such as classroom management, grading procedures, mainstreaming, and working with cultural diversity. Administrators can meet with each department chair and offer suggestions for more specific training by assessing that departments’ deficiencies and weaknesses with past and prior teachers, identifying areas targeted for growth improvement, and designing appropriate and relevant professional developments that meet the needs of its staff. All too often,

administrators rely solely on the recommended district training, and unfortunately this lack of coherence in a school is a key impediment to instructional improvement. There is great need to establish reform in such cases. In urban districts, stability over a long period and consensus on educational reform strategies are necessary to promoting meaningful change. These changes should include promoting a shared vision among school administration, school board, and key stakeholders regarding goals and objectives relative to student achievement, revamping district business operations to serve and support teachers in need of specific training, and developing accountability systems that hold district-wide instructional approaches rather than allowing each school to devise its own strategies. However, if these strategies are to work, districts, teachers, and administrators must establish pertinent workshops and training that will benefit and enlighten the educators who will ultimately enlighten our students (Bell & Miraglia 2003). Experienced educators respect the learning differences among students and modify lessons to enhance and fortify the strengths of students, realizing that the essential purpose of learning is not accumulating random data, but is a life-long process.

Invitational Learning is a remarkably direct but evocative model of schooling developed by William W. Purkey. The aim, as Purkey says;

> is to make school the most inviting place in town by emphasizing mutual respect and human potential in every aspect of schooling-people, places, policies, and programs. The invitational approach to education is predicated on four fundamental assumptions: - that people are able, valuable, and responsible, and should be treated accordingly; - that education should be a collaborative, cooperative activity, involving all participants--teachers, students, and parents--in all decisions which affect them; - that people possess untapped potential in all aspects of human endeavor; and - that human potential can best be realized by places, policies, and processes that are specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally. (Purkey, 1991; Schmidt, 2004)

Seven teachers began the process of identifying their cultural identity and perspectives, naming ways that they used their cultural identity with their culturally diverse students, and discovering culturally responsive pedagogies they could use in their classrooms. In a six-hour workshop, participants explored their beliefs about teaching culturally diverse students. They were able to label their values and beliefs. When the participants began the conversations about their own cultural identities, they found empathy for those who were different from them. The participants completed the *Multicultural Teacher Efficacy Scale (MES)* (Guyton & Wesche, 2005), the *Teacher Efficacy Scale (TES)* (Gibson & Dembo, 1984), and the *Multicultural Dispositions Index (MDI)* (Thompson, 2007).

Funding for CAHSEE

By law, students in grade 12 and beyond and at risk of failing are eligible to receive funding for tutoring on the CAHSEE. Educators suggest that earlier interventions are likely to be more effective (Zau & Betts, 2008). Of the total $200,789,000 funding available, $149,728,000 was available in 2009-10 and $51,061,000 was deferred until 2010-11 (*Education Code* Section 42605). Funding supported intensive instruction and services for eligible students in the classes of 2007 and 2008 who were required to pass the California High School Exit Examination and failed one or both parts of the test. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group instruction; hiring additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils (cde.ca.gov-CAHSEE funding, 2009). As a condition of receiving funds, each local educational agency (LEA) must meet certain obligations and ensure that each

student receives rigorous instruction and services. Eligible students are determined by using the data provided by LEAs to the California Department of Education (CDE) via an online form. Each LEA had to submit the following data: (a) the number of grade 12 students in the class of 2007, (b) the number of grade 12 students in the class of 2007 who had not yet passed one or both parts of CAHSEE, (c) the number of grade 11 students in the class of 2008, and (4) the number of grade 11 students in the class of 2008 who had not yet passed one or both parts of the CAHSEE. To determine the number of eligible students for each district, CDE staff added the number of students who had not yet passed one or both parts of the CAHSEE from each school (cde.ca.gov, 2009).

Per Pupil Expenditures

The state of California has invested millions of dollars into public education as a means to ensure every child has access to quality resources and learning opportunities. Approximately $9,300 is spent per pupil, and real spending per student has increased by 23.5% over the last decade and by 49% over the past 20 years (US Department of Education, 2008). Public education revenue is drawn from three sources of government: federal, state, and local. State government provides the largest share of funds, followed by local governments and, finally, the federal government, yet recent polling data suggests that key stakeholders in education believe that government allocates insufficient resources to schools and lists this lack of funding as a major problem facing schools and the surrounding communities. Although taxpayers have devoted sizeable resources to public schools, this effort has not led to improved student performance. Long-term test scores among specific student populations, including ethnic minorities have improved slightly, however, the achievement gaps among White, Black, and Hispanic students

persists in test scores and graduation rates (NCES, 2008).

Compton Unified School District

Compton Unified School District (CUSD) was a school district headquartered in Compton, California, United States. The district served Compton, portions of Paramount, portions of Carson, and the unincorporated Los Angeles County neighborhoods of West Compton and East Compton. The Compton Unified School District had 22 students for every full-time equivalent teacher, with the CA state average being 21 students per full-time equivalent teacher. In the Compton Unified School District, 6% of students had an IEP (Individualized Education Program). An IEP is a written plan for students eligible for special needs services. The Compton Unified School District served 51% English Language Learners (Ell). The city was served by Compton Unified School District. The district was a participant in the FOCUS program conducted by the University of California, Irvine. The goals of the program were to improve mathematics and science achievement by uniting the efforts of mathematics, science, education, and research library faculty and staff with educators of the school district (compton.k12.ca.us, 2010). The CUSD provided public education for grades K-12. The district operated 24 elementary schools, 8 middle schools, 3 high schools, and 1 adult school, which also served as an alternative school. The district maintained five alternative learning schools. The three high schools that were part of CUSD were Centennial High School, Dominguez High School, and Compton High School. The city was also served by El Camino College Compton Education Center, which offered community college courses for those planning to enter a four-year degree program, as well as for those seeking further education in specific trade fields (City of Compton.org, 2010). In 2010, Compton

Unified School District had a spending per pupil rate of $8,414. This amount compared with a rate of $9,595 in California and a rate of $9,698 nationally. Compton Unified School District was in the 47.6% percentile rank in the state for spending per pupil. It was in the 41.6% percentile rank nationally. Higher numbers are better. In this case, 47.6% of cities in California spent the same or less than Compton Unified School District. Put another way, 52.4% of schools in California spent more than Compton Unified School District. The district spent 59% on instruction, 36% on support services, and 4% on other elementary and secondary expenditures (compton.k12.ca.us, 2010).

ABC Unified School District

In 1965 Artesia, Bloomfield, and Carmenita School Districts unified and became known as the ABC Unified School District (abcusd.k12.ca.us, 2010). In 2010, ABC school district had a spending per pupil rate of $8,766. This number compared to a rate of $9,595 in California and a rate of $9,698 nationally. ABC Unified School District was in the 55.8% percentile rank in the state for spending per pupil. It was in the 47.8% percentile rank nationally. Higher numbers are better. In this case, 55.8% of cities in California spent the same or less than ABC Unified School District. Put another way, 44.2% of schools in California spent more than ABC Unified School District. The district spent 62% on instruction, 35% on support services, and 3% on other elementary and secondary expenditures. In his May revision, former Governor, Arnold Schwarzenegger produced a revised budget that fully funded education under Proposition 98, increasing funding to K-14 education over the current year by almost $200 million. With the revised plan, Schwarzenegger rescinded his initial proposal. He fully funded the Proposition 98 minimum guarantee in 2008-09 by proposing $1.8 billion in additional

General Fund dollars for K-12 education and community colleges. The revised budget plan proposed that the total Proposition 98 funding for K-14 education programs would increase yearly by $193 million. It also proposed that the total Proposition 98 K-12 per pupil funding would increase more than $100, from $8,509 in 2007-08 to $8,610 in 2008-09 (US Department of Education, 2008).

Education reform efforts should focus on improving resource allocation instead of continuously increasing funding, as this pattern has not led to evident academic achievement. If California's current budget crisis is not quickly averted, it will adversely affect and will threaten the quality of students' educational advancements, ultimately undermining the states chance for long-term economic growth.

CAHSEE Tutorial Materials

For students who have taken the CAHSEE but have not yet passed it, schools offer a variety of CAHSEE remediation options. Some schools offer formal CAHSEE remediation courses during the school day; students receive elective credit for completing these courses. Other schools offer these courses outside of the school day, such as after school or on Saturdays. Students usually do not receive elective credit for them, but they can receive other incentives such as being allowed to take part in graduation ceremonies with their classmates if they do not pass the CAHSEE. A few schools offer intense remediation sessions shortly before the CAHSEE is given. These intense sessions are held during the school day and last for one week, four hours per day; students are released from their regular classes to attend these sessions and must make up any work missed in their classes. One school set up an individualized program of tutoring and remediation options for each student, depending on student availability and preference.

Compton Unified School District. The CUSD provided intensive CAHSEE training for all students in partnership with UC Irvine and the National Science Foundation Math and Science Partnership. The program enacted a portion of the president's vision, as enunciated in No Child Left Behind, to strengthen and reform preK-12 education. The program seeks to demonstrate improved student achievement in mathematics and science through support of partnerships that join the efforts of teachers, administrators, and guidance counselors in local school districts with science, mathematics, engineering, and the education faculties of colleges and universities (compton.k12.ca.us, 2011). The purpose of the *FOCUS!* Partnership was to improve mathematics and science achievement in three high-need California school districts by uniting the efforts of mathematics, science, education, and research library faculty and staff with educators from local community colleges and educational support agencies and school districts. The instructional objective of the curriculum for the Teacher Leader Cadre was to provide the necessary tools for teachers to formulate and implement a site plan to increase student achievement. Major topics of the curriculum included:

- Understanding the California State Content Standards
- Increasing teacher content knowledge
- Analyzing school data
- Creating and using assessment to inform instruction
- Conducting professional development sessions
- Designing lessons with differentiated instruction
- Modeling various pedagogical strategies, which increase student engagement in math and science

- Learning to access resources offered by *FOCUS!* partners

The FOCUS program served more than 100,000 students in three high-need Southern California school districts: Compton, Santa Ana, and Newport-Mesa (Westside Costa Mesa schools). Many of these students were from economically disadvantaged families and were designated as English learners, with Spanish as their first language; 82% were Hispanic and 11% were African American (Center for Educational Partnerships, 2006).

ABC Unified School District. The ABC Unified School District utilized the California Department of Education's CAHSEE Study guide as a means to remediate and tutor students on the exam. Examination study guides included one for English-language arts (ELA) and one for mathematics (abcusd.k12.ca.us, 2010). The guides were updated in October 2008 and are located on the CAHSEE Program Resources Web page. Released CAHSEE test items are provided in the beginning of both guides. While these items provided students with valuable experience, they cannot be used as predictors of student performance on the CAHSEE. More information about using released items can be found in the document, "Guidelines on Academic Preparation for State Assessments" (PDF; 179KB; 4pp.). The ELA practice test included three writing tasks. Teachers may want to familiarize students with the way the tasks are presented, giving special attention to the checklists included with each task. The ELA and mathematics study guides included a one-page section that provided an overview of the standards covered on each of the exams. This section listed the six strands covered on each test and the number of items for each strand. Teachers could review this page with students and make sure students understood what the CAHSEE was measuring. Following the "Overview of Standards" section were six strand sections headed by a graphic that reviewed all of the

strands and the number of test questions in each strand. The guide also included tabs on the sides of each page so the user could easily find a specific section in the guide. This organization should make it easier for students to locate and focus on individual strands as needed. Following the introduction in each strand section were released test questions followed by a "strategy" or "solution" section that explained how a student might find the correct answers. In the mathematics guide, four of the sections — number sense; statistics, data analysis and probability; measurement and geometry; and Algebra 1 — included a sample problem in which students learned how the skills are used in "real-life" situations. These problems helped students understand the value of learning the knowledge and skills in that area. A list of the CAHSEE mathematics vocabulary words and their definitions were provided in the appendix at the end of the CAHSEE mathematics guide. This list could be used throughout instruction to help all students understand the language used in various CAHSEE mathematics questions. Permission was granted in advance for reproduction of these resources for educational purposes. The content must remain unchanged and in its entirety as published by the California Department of Education (cde.ca.gov-CAHSEE components, 2010).

Exit Exam Requirements in Other States

The number of states that have implemented or plan to implement mandatory exit exams continues to grow. In 2006, the Center on Educational Policy reported that 25 states were implementing or planning to implement state-mandated high school exit exams. CEP estimated that by 2008 exit exams were likely to affect 70% of public school students and 80% of minority students in the 24 states that had implemented or planned to implement exit exams. Although initial pass rates vary considerably from

state to state and in different subject areas, the report revealed significant gaps in initial and cumulative pass rates among certain groups of students. (The term "initial" refers to the percentage of students who pass the test on the first try, whereas the term "cumulative" refers to the percentage of students who eventually pass by the time they are ready to graduate). In all 12 states for which the report included disaggregated performance data, African American, Hispanic, and poor and disabled students, as well as English language learners had lower pass rates than their White counterparts in reading and mathematics. In most instances, pass rates were significantly lower. For example, the gaps in initial pass rates between White and African American students in mathematics ranged from 17 percentage points in Georgia to 45 percentage points in Minnesota. The pass rate gaps in mathematics between White and Hispanic students are also generally wide, ranging from 9 percentage points in North Carolina to 41 percentage points in Massachusetts for first-time test takers. Initial pass rates for students with disabilities are discouragingly low, ranging from 4% in Washington to 54% in Virginia. As states have begun to withhold diplomas and phase in new tests, public and political pressure has grown, resulting in modifications in some testing systems (Center on Education Policy, 2010). The director of CEP, Jack Jennings, said, “The states are struggling with maintaining a balance between firmness and fairness. While states want to refrain from watering down requirements, they are seeing low pass rates for minority, poor, and disabled students” (Center on Education Policy, 2010). Some say the hurdle is not that high. Most of the 25 states say their exams are at or near the 10th-grade level, according to data collected by the Center on Education Policy. When researchers from Achieve, Inc. examined test scores in six states, however, they found the math tests

equivalent to seventh- and eighth-grade levels and the English tests equivalent to eighth- and ninth-grade ACT test questions. But the hurdle may get higher. The trend, according to the Center on Education Policy, is "away from tests of basic skills and toward more challenging standards-based or end-of-course tests." In 2004, more states added science and social studies tests, and 15 states as of 2010 now require an essay or other written piece.

This year Arkansas was added to the list, bringing the total to 26. Starting with the graduating class of 2009-10, high school students in Arkansas were required to pass end of-course exams in literacy, Algebra I, and geometry to receive credit for the corresponding courses and to receive a high school diploma. Students who did not achieve a passing score on the first attempt would have three additional opportunities before completing grade 12. Under Arkansas law, students must pass the Algebra I exam to graduate from high school. The score to pass measures a student's ability to earn course credit whereas proficiency signifies mastery of course content. When a student does not pass the first time, they have two opportunities to remediate and retest; if the first three attempts are unsuccessful, a student may take an alternate form of remediation/assessment. In January of 2010, 91.5% of students scored a passing grade. In April of 2010, 93% of students scored a passing grade (Arkansas Department of Education, 2010). In 2010, Massachusetts, New Jersey, North Carolina, and South Carolina required students to pass a standards-based exam plus new end-of-course exams to graduate. All four states planned to include an end-of course test in science, and three states planned to include end-of-course exams in U.S. history. In June 2007, Senate Bill 1031 was signed by the governor of Texas (Zehr, 2007). The bill replaced the Texas

Assessment of Knowledge and Skills (TAKS) with 12 end-of-course exams. Students who entered 9th grade in 2011-12 would be the first required to take three end-of-course exams in each of four core subjects: English, I, II, and III, Algebra I, Algebra II, and geometry, biology, chemistry, and physics, and World geography, world history, and U.S. history. Massachusetts has withheld diplomas based on student performance on the Massachusetts Comprehensive Assessment System (MCAS) since 2003. The MCAS was a standards-based exam that consisted of English language arts and mathematics. Starting with the class of 2010, students were required to pass, in addition to the standards-based exam, an end-of-course exam in one of four science classes: biology, chemistry, introductory physics, or technology/engineering. Students who failed one science exam could choose to take a different course and different test the following year (Collins, 2007). New Jersey has had the High School Proficiency Assessment (HSPA) as a high school graduation exam since 2003. In North Carolina, students have been required to pass a standards-based exam in reading comprehension and mathematics since 1982 and a computer skills test since 2001. In addition, students who entered ninth grade in 2006-07 were required to pass end-of-course exams in Algebra I, English I, U.S. history, civics and economics, and biology. The class of 2010 was the first required to pass the North Carolina High School Competency Tests, the test on computer skills, and the five end-of-course exams. In 2006, South Carolina officially moved from its Basic Skills Assessment Program, a minimum-competency exam, to the High School Assessment Program (HSAP), a more rigorous standards-based exam aligned to tenth-grade standards. The HSAP consisted of English language arts and mathematics. However, beginning with the class of 2010, students would have to achieve passing

scores not only in the HSAP but also in two end-of-course exams in science and U.S. history. Louisiana state officials considered replacing the Graduation Exit Exam (GEE) with end-of-course exams, but no official decision had been made at the time of this research. The Nevada state legislature passed a bill that added specific math and science classes to the graduation requirements (Center on Educational Policy, 2010). According to the state survey respondent, this legislation might press the state to develop end-of-course exams that would eventually become part of the High School Proficiency Examination (HSPE), currently used as the state's high school exit exam. Graduation requirements for the math and science sections of the Washington Assessment of Students Learning (WASL) were delayed until the class of 2013. Along with this delay, the governor directed the state board of education to study end-of-course exams in algebra, geometry, and biology and recommend possible changes (cep.org, 2010). Washington was scheduled to begin withholding diplomas based on the Washington Assessment of Student Learning (WASL) with the graduating class of 2008. Although state officials are moving forward with the implementation of the WASL exit exam, they will not enforce all four subjects — reading, writing, math, and science — as originally intended.

Over the past five years, the Center for Educational Policy has grouped the types of tests used by states into three categories, based on the states' own descriptions of their tests: *minimum competency exams*, which generally focus on basic skills below the high school level; *standards-based exams*, which are aligned with state standards and are generally targeted at the 9th or10th-grade level; and *end-of-course exams*, which assess whether students have mastered the content of specific high school courses; these exams

are usually standards-based, and students take each test after completing a specific course. Twenty states had mandatory exit exams by 2004; they were: AL, AK, FL, GA, IN, LA, MD, MA, MN, MS, NV, NJ, NM, NY, NC, OH, SC, TN, TX, VA. Five states phased in exit exams by 2009 but were not yet withholding diplomas: AZ (2006) CA (2006) ID (2006) UT (2006) WA (2008). By 2012, another four states plan to withhold diplomas based on students' exam performance.

Faculty Perspectives

Although a teacher's work in the classroom has never been simple, it is more complex in the wave of the mandated testing era. Educators are faced with the gamut of decisions, which include designing appropriate content, developing learning activities, clarifying outcomes, preparing assessments, accounting for students' diverse learning styles, and creating a climate conducive to learning. Teachers need opportunities to have honest discussions about classroom practice, share successful lessons and strategies, examine student work, and analyze data to determine the best outcomes for student success. Their perspectives on student success and or failures on the CAHSEE will lend direct insight to the strengths and weaknesses the exam possesses and show where curriculum taught in the classroom is aligned with the standards addressed on the CAHSEE. Teachers are connected with the students and their learning abilities and can account for their students' acquired knowledge (Grimmet & Erickson, 1988).

NCLB Act

The No Child Left Behind Act (NCLB), established in 2001, presented a comprehensive framework of standards, testing, and accountability in the educational system. It is considered a reauthorization of the Elementary and Secondary Education

Act of 1965 (Fusarelli, 2004). An important goal of NCLB was to narrow the achievement gap between minority and nonminority children, especially between disadvantaged students and their more affluent classmates (Day-Vines & Patton, 2003; Sunderman, 2003). It was designed to improve the academic performance of students by employing highly qualified teachers and implementing a unified system of education that held districts to the same standards and increased accountability for adequate yearly student progress. An emergent body of research advocated that systemic reform initiatives, such as standards-based instruction have a positive effect on student achievement. All students in grades 3 through 8 will be tested in reading and math and must demonstrate proficiency in those subjects by the year 2014 (NCLB Act, 2001). School districts will be given financial incentives in the form of greater federal dollars for evidence of academic achievement on standardized tests, and schools failing to meet gains risk losing federal funds. The need for this mandated testing is to enable districts to use the information as a diagnostic tool while enhancing the equity in education and by creating a comprehensive learning system for all students. Opponents of NCLB fear that the act treats all states as though they have well-developed, aligned curricula tied to standards and assessments. To the contrary, studies have demonstrated that state tests are seldom aligned with the actual curriculum in use (English & Steffy, 2001). With an extreme emphasis on high stakes testing, NCLB tends to exclude culturally diverse learners who will benefit from a multicultural educational experience. English and Steffy identified six major assumptions of state testing: (a) state tests “represent the most appropriate content to be taught, learned, and tested,” (b) “test content is included in the curriculum,” (c) “school personnel understand what is to be tested,” (d) “the test is not a

minimum-competency exam," (e) "funding is equitable statewide such that property-poor districts have sufficient resources," and (f) "sufficient staff development is provided" (pp. 12-13). NCLB assumes that all of these conditions have been met by state and local policymakers, when in fact few of them actually have been addressed. Opponents and supporters of NCLB agree that the legislation will lead to a more cohesive educational system more tightly aligned within states that have been engaged with aligning the curriculum, albeit with disproportionate results. In recent years, the NCLB legislation has urged administrators to establish reasonable solutions to attain a significant boost in their students' test scores.

El Students

English language learners are the fastest growing subgroup in the nation. Over a 10-year period between the 1994-1995 and 2004-2005 school years, the enrollment of El students grew over 60%, while the total K-12 growth was just over 2% (Office of English Language Acquisition [OELA]). Not only is the size of the El population growing, but also the diversity of these students is becoming more extensive.

Entering students whose primary language is determined to be other than English are tested using the California English Language Development Test, or CELDT. Schools use the results of the CELDT, as well as any other available information, to determine whether students are designated as English learners (El), and if they are, their initial placement may be in one of several levels of English language development (ELD) classes. In this report, we will refer to all students who qualify for El services as El students. Based on our school visits we found as many as five ELD program levels, with Level 1 for non-speakers of English and Level 5 for students whose English was well

advanced (ELD levels do not necessarily correspond to the CELDT levels). However, the number of levels can vary from school to school depending on local demand. ELD classes in the initial or introductory levels emphasize speaking; listening to, reading, and writing English, but in general, language proficiency rather than academic content is the focus (cde.ca.gov-CAHSEE EL students, 2010). El students were required to take the CELDT annually, which may assist schools in determining changes in placement that become necessary as their knowledge of English increases. When students attained reasonable fluency, typically in ELD levels 4 and 5, they were moved into "sheltered" classes taught in English by teachers with special training in the use of strategies designed to help English learners. These strategies were called SDAIE strategies or Specially Designed Academic Instruction in English, and included something as simple as allowing extra time for students to respond to questions. Teachers often referred to students at this stage as "El students" rather than "ELD students." Eventually, El students were reclassified as fluent English proficient (FEP), a process known as being "R-FEPed" or "FEPed out." The reclassification process was based on four reclassification criteria as set forth by the State Board of Education, conforming to *Education Code Section* 313(d). The first criterion was an assessment of the student's proficiency in English (CELDT). The second was the districts and the teacher's evaluation of the student's academic performance based on grades, grade point average (GPA), and other district measures. The third criterion was consultation with the parent or guardian, if possible. The final criterion was review or comparison of the student's performance in basic skills, which the SBE noted should be based on the latest results from the CST in English Language Arts. Reclassification criteria varied slightly among

the schools (cde.ca.gov, 2009).

Once students were reclassified, they were moved into mainstreamed classes; they were followed for a period of time to determine whether the reclassification was appropriate or whether they still need additional support.

Students designated as English language learners tend to go to public schools that have low standardized test scores. However, these low levels of assessed proficiency are not solely attributable to poor achievement by El learners. These same schools report poor achievement by other major student groups as well, and have a set of characteristics associated generally with poor standardized test performance, such as high student-teacher ratios, high student enrollments, and high levels of students living in or near poverty (United States Government Accountability Office, 2009). When El students were not isolated in these low-achieving schools, their gap in test score results were considerably narrower, according to newly available standardized testing data for public schools in the five states with the largest numbers of El students. Most of the report's findings were based on analyses using three U.S. Department of Education databases. The analysis of mathematics performance on state-designed assessments across different types of public schools utilized the new National Longitudinal School-Level State Assessment Score Database (NLSLSASD), which maintained state standardized assessment test results for every public school in a state. Using the NLSLSASD's standardized testing results by subgroup, the analysis illuminated the potential role of school isolation in student test score performance.

This report built on previous findings by illustrating that the educational isolation of El students was associated with the math proficiency gap between English language

learners and other students. It also showed that White and Black students who attended the public schools in which El students were concentrated were doing worse than their peers who attended public schools with few English language learners. Other key findings included: (a) Nationally, the English language learner student population was expected to grow rapidly; (b) In the five states with large El student populations, the proportion of those students scoring at or above the proficient level on the state mathematics test was often below the proportion of Black students scoring at or above the proficient level; (c) In both elementary grades and middle school grades in these states, El students were less likely than White students to score at or above the proficient level in mathematics, with measured gaps in double-digits; (d) El students who took the state mathematics assessment were concentrated in the public schools required to publicly disclose El testing results; (e) In the five states with the largest El student populations, the public schools in which El test-takers were concentrated were more likely to be central city schools; (f) Public schools in which El test-takers were concentrated have a higher enrollment, on average, than other public schools in the state; (g) Middle schools in which El test-takers were concentrated had, on average, higher student-to-teacher ratios than other public schools in the state; (h) Public schools in which El test-takers were concentrated had, on average, a greater proportion of students qualifying for free or reduced-price school lunches; and (i) Public schools in which English language learner students were concentrated were more likely to be designated Title I schools. The No Child Left Behind Act of 2001 has had a great impact on states' policies in assessing English language learners. The legislation requires states to develop or adopt sound assessments in order to validly measure their English language proficiency, as well as

content knowledge and skills. Though states have moved rapidly to meet these requirements, they face challenges to validate their current assessment and accountability systems for El students partly due to the lack of resources. Considering the significant role of assessment in guiding decisions about organizations and individuals, validity remains a principal concern. The current literature and policy regarding El assessment should be considered in order to inform practitioners of the key issues to in their validation process. Drawn from the review of literature and practice, a set of guidelines to use as a resource to improve their El assessment systems is necessary. The present report is the last component of the series, providing recommendations for state policy and practice in assessing El students. (The work reported in this document was supported under the National Research and Development Centers, as administered by the U.S. Department of Education's Institute of Education Sciences. For parts 1 and 2 of this report, see ED502283 and ED502284).

The American Recovery and Reinvestment Act of 2009 (Recovery Act), signed into law on February 17, 2009, provided education with an additional $97 billion. Of this amount, more than $21 billion will provide funding for three existing grant programs authorized by the Elementary and Secondary Education Act (ESEA), Higher Education Act (HEA), and Individuals with Disabilities Education Act (IDEA) that either require or allow funds to be used to prepare general classroom teachers to instruct students with disabilities and English language learners. The $97 billion for education also included $53.6 billion for the State Fiscal Stabilization Fund. Local educational agencies that received Fiscal Stabilization funds could use them for fiscal years 2009 to 2011 for any activity authorized by ESEA and IDEA, which included supporting programs designed to

address the educational needs of students with disabilities and English language learners as an eligible use of funds (gao.gov, 2009). States face challenges in educating and assessing this large and varied subgroup of the U.S. student population. The NCLB, 2002 has had a great impact on states' policies on these El students. The legislation made clear that states, districts, schools, and teachers must hold the same high standards for El students as for all other students, and that the states should be accountable for assuring that all students, including El students, meet high expectations. Under NCLB, states must annually assess the progress of El students' English language proficiency (ELP); they also must include these students in annual assessments in content areas such as reading (or English language arts), mathematics, and science; and include their performance in the determination of each school's Adequate Yearly Progress (AYP) reporting. Although it has made a significant contribution to raising awareness about the need to improve El students' learning and academic performance, NCLB legislation has also generated challenges for states in establishing a valid accountability system for El students. Whilst one of the goals of the CAHSEE is to improve academic achievement in the classroom, English language learners are less likely to pass either section of the exam (cde.ca.gov, 2009).

Summary of the Literature

A review of the literature has revealed that the achievement gap between affluent and economically disadvantaged students is prevalent and opponents of the CAHSEE have suggested that the test is unfairly disseminated to economically disadvantaged, at-risk, and EL students enrolled in urban school districts. Inner-city schools primarily employ under qualified teachers, are deficient in resources, and suffer from tremendous

budget cuts and marginal funding each year. The El student population poses a significant challenge for schools charged with educating those with limited English skills. Many of these students whose native language is not English and who have not mastered the core subjects are still required to take all standardized exams, including the CAHSEE, regardless of how little training they have had, to the detriment of the school-wide Academic Yearly Progress. The research has shown that districts will suffer loss of state funding if growth expectations are not met and students fail to perform at a level of proficiency in the core subjects. The purpose of the CAHSEE is to set rigorous standards for graduation, not to promote exclusion or divisiveness. The exam was meant to ensure that students receive high quality education and to enforce accountability in the school structure. The major problem is that NCLB assumes that high standards will result in success for all students. This belief presupposes that students who fail the CAHSEE are capable of passing but are simply not motivated enough and that the threat of a withheld high school diploma will push the students to pass the test. This flawed logic ignores the largest group of students who do not pass the test, and the students who most need to pass: disadvantaged students.

In other cases, students have the misfortune of living in a district that cannot afford to educate its students well. These schools are identified as beneficiaries of the Williams Settlement. Eliezer Williams v. State of California began in 2000, when nearly 100 students who felt that they were not being provided with the proper education tools, including instruction materials, qualified teachers, and safe facilities, filed a class action lawsuit in San Francisco. The case was settled in 2004, giving extra funding to schools that ranked between one and three in the Academic Performance Index (API), which is a

score out of 10 and is used to analyze a school's academic performance and progress (cde.ca.gov-CAHSEE, 2008). Schools are also not required to keep students who failed the test in high school — and with limited resources, the schools cannot afford to keep them and have no incentive to do so, which means that hundreds of students are left without a high school to attend and without a high school diploma. An alternate version of the high school diploma is the community college route or attempting to acquire a General Education Development degree. However, the GED test is even harder to pass than the CAHSEE. Some students are successful in obtaining a GED, but they must wait longer, study harder, and go through many more steps to receive their high school diploma. It is unfair to prevent students from getting a diploma when they are trying hard to do so (cde.ca.gov, 2008). It goes against what NCLB stands for: giving every student a chance at an equal education. As a standardized test, the CAHSEE does not discriminate. Every student in California from every race and every background must pass the same test. However, this reality also means that special education students, who have been in an alternative education program for their entire lives, are suddenly expected to pass a test for which they are most likely unprepared. They have had no practice in standardized testing. The CAHSEE's goal — to test students to make sure that schools are achieving and helping students to succeed — is admirable. However, the consequences of the CAHSEE punish the students more than anyone else. It is extremely difficult for students' without a high school diploma to obtain basic skill-level jobs. Schools that have many students failing the CAHSEE should receive extra funding in order to help its students. Education is priceless and a state that prevents its students from becoming educated does not help its citizens. It fails them. Because the CAHSEE

is a new examination established in the state of California, it is too premature to determine the long-term effects positive or negative that this test will have on the future of education (Associated Press, 2006).

CHAPTER THREE: METHODOLOGY AND PROCEDURES

Introduction

The purpose of this study was to provide an analysis of the causal factors attributed to student success on the CAHSEE. Furthermore, this study examined the relationship among class size, experience of teacher, funding, and faculty perspectives, exit exam requirements in other states, per pupil expenditures, tutorial materials, the NCLB act, and El students. The methodology of this study is detailed in this chapter, which is divided into three sections (a) research design, (b) procedures, and (c) the data analyses procedures.

Methodology

A causal comparison method was used in this study. The methodology applied evaluated the research hypotheses directly related to the factors attributed to the success on the CAHSEE. A five-point likert scale response format was applied with the following response categories and corresponding numbers: 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree.* The frequency of teacher responses was charted using a histogram and was used to determine their views of the successes and failures of the exam.

The researcher contacted the administrators at each school to request permission to survey staff members during a regularly scheduled department meeting. A copy of the consent letter is included in the Appendices. Once permission was granted by

administrators and the IRB process was complete, the researcher scheduled a time to attend the meetings and distribute the surveys.

Research Design

The research examined faculty perspectives and compared factors attributed to student achievement on the CAHSEE from two local high schools, one in the Compton Unified School District and the other in the ABC Unified School District. These researchable factors included: each school's API and AYP scores and gains, a comprehensive inspection of CAHSEE scores of tenth-grade students, disbursement of state funding allotted for intervention programs, qualifications/experience of teachers in districts, and class size. The researcher surveyed 30 to 40 teachers in the math and English departments employed at both schools to gauge their views on what causes contribute to the differences in CAHSEE scores and looked at existing data accessible through state-wide reports on the school districts and state websites that furnish the public with standardized test scores including the CAHSEE, AYP, and API scores.

Procedures

Specific research procedures were followed during the course of this study to address each of the research questions. The procedures permitted the researcher to gather data and list sequentially.

The institutional protocol for Argosy University, Orange Campus was followed as a part of this study. The research application was completed by the researcher to fulfill requirements detailed by the Internal Review Board (IRB). The completed IRB application for Argosy University is included in the Appendices. A consent form was

created and submitted to IRB by the researcher as a component of the approval process. A copy of the consent form was submitted to the IRB and included in the Appendices.

As suggested by Fink (2003), the advantages of administering a respondent-completed survey is that it permits consistency in instructions to participants, allows for simultaneous administration to all respondents, provides the researcher an opportunity to respond to questions, and is usable with specific populations.

Procedures for Answering the First Research Question

Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?

The researcher looked at existing data accessible through state-wide reports on the school districts' and through state websites that furnished the public with standardized test scores including the CAHSEE, and compared the scores. A five-point likert scale response format was applied with the following response categories and corresponding numbers were 5 = *Strongly Agree,* 4 = *Agree,* 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree.*

Procedures for Answering the Second Research Question

Does the average class size ratio of students per teacher on each campus effect CAHSEE scores?

The researcher looked at existing data, which was accessible through state-wide reports on the school districts and through state websites, which furnished the public with standardized test scores including class size ratio, and compared the data. A five-point likert scale response format was applied with the following response categories and corresponding numbers were 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*,

and 1 = *Strongly Disagree.*

Procedures for Answering the Third Research Question

Does per pupil spending at each school have an effect on CAHSEE scores?

The researcher looked at existing data, which was accessible through state-wide reports on the school districts and state websites, which furnish the public with standardized test scores including per pupil spending, and compared the data. A five-point likert scale response format was applied with the following response categories and corresponding numbers were 5 = *Strongly Agree,* 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree.*

Procedures for Answering the Fourth Research Question

Does CAHSEE tutorial assistance help boost students' test scores?

A five-point likert scale response format was applied with the following response categories and corresponding numbers were 5 = *Strongly Agree,* 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree.*

Procedures for Answering the Fifth Research Question

Does additional CAHSEE tutorial assistance help increase El students' test scores?

A five-point likert scale response format was applied with the following response categories and corresponding numbers were 5 = *Strongly Agree,* 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree.*

Data Collection

For the purpose of this study, data collection consisted of 30 to 40 English and math teacher responses on the likert scale and on preexisting statistics from public school records, district and statewide reports. Data access was confined to the primary researcher to ensure confidentiality. The frequency of responses on the likert scale, and district accessible records was compiled into charts and tables in order to compare and describe causal factors attributed to student achievement on standardized tests.

Description of Population

The target population included 30 to 40 English and math teachers from each school who are employed in the English and math departments and the CAHSEE scores of tenth-grade students from both high schools who graduated in 2009.

Data Analysis

Null Hypotheses

For the purpose of this study, there were five null hypotheses. The five null hypotheses were as follows:

1. The percentage of highly qualified teachers employed at both schools does not have an effect on students' performance on the CAHSEE.
2. The average class size ratio of students per teacher on each campus does not affect CAHSEE scores.
3. Per pupil spending at each school does have an effect on CAHSEE scores.
4. CAHSEE tutorial assistance used at both schools does not increase test scores.
5. CAHSEE tutorial assistance does not increase El students' test scores.

Assumptions

There were three assumptions in this research. First, the literature review was current, assumed valid and accurate. Second, the responses provided by the teachers who participate in study were assumed to be accurate and correct. Third, the responses provided by the participants were understood to be objective and impartial in nature.

Limitations and Delimitations

Limitations

There were five specific limitations associated with the study. The first limitation was the population sample size, which was limited to English and math teachers who willingly participated in the online survey. Second, the results of the study were limited in that results may be generalized to a similar population. Third, the experience of each teacher participating in the survey varied. Fourth, student attendance may not have been 100% on CAHSEE testing days, and fifth was the nonrandom sample size limiting the scope of the study.

Delimitations

There were three delimitations to this study. The first delimitation was that the sample population was limited to full-time English and math teachers only in each school. The second delimitation was the assumption that the survey responses would be accurate representations of teacher perspectives of the CAHSEE. The third delimitation was related to the validity and reliability of the survey instrument.

CHAPTER FOUR: RESULTS

Study Purpose and Overview

The purpose of the study was two-fold. First, this study was designed to identify the role that specific causal factors had for student success on the CAHSEE. Second, an inquiry into the perspectives of English and math instructors employed at both schools to gauge their views on factors linked to students' success on the exit examination was examined. The researcher distributed a survey to the staff members via an online survey instrument; Survey Monkey, and questioned their opinion about what influences directly impacted achievement on the CAHSEE in the form of a five-point Likert Scale. The frequency of responses were analyzed, computed, and then recorded on charts. The response format applied included the following categories and corresponding numbers: 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree.* The population that participated in this study was full-time certificated English and math teachers employed in the CUSD and the ABCUSD, respectively.

The researcher applied a descriptive methodology while conducting this study and observed existing data accessible through state-wide reports on school district and state websites that furnish the public with standardized test scores including the CAHSEE, AYP, and API scores.

Five research questions were analyzed to complete this study. The first research question sought to determine if the experience of a teacher impacted student CAHSEE scores. The second research question was designed to consider the benefit of class size ratio. The third research question addressed district and state per pupil spending. The fourth research question addressed CAHSEE tutorial materials and, finally, the fifth

research question sought to examine the benefit of using CAHSEE tutorial materials for El students.

The five research questions were:

1. Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?
2. Does the average class size ratio of students per teacher on each campus effect CAHSEE scores?
3. Does per pupil spending at each school have an effect on CAHSEE scores?
4. Does CAHSEE tutorial assistance used at both schools help boost students' test scores?
5. Does additional CAHSEE tutorial assistance help increase El students' test scores?

The succeeding sections of this chapter will present the findings pertinent to this study. Initially, the literature review results are presented. Subsequently, the frequency of teacher responses based on the data collected through the online survey and lastly, the summation of findings from each of the research questions investigated is presented in sequential order.

Results of the Literature Review

A review of the literature revealed that the achievement gap between affluent and economically disadvantaged students was prevalent and that opponents of the CAHSEE suggest that the test is unfairly disseminated to economically disadvantaged, at-risk, and El students enrolled in urban school districts. Inner-city schools primarily employ under-qualified teachers, are deficient in resources, and suffer from tremendous budget cuts and marginal funding each year (cnn.com, 2001). The El student population posed a

significant challenge for schools charged with educating those with limited English skills. Many of these students whose native language was not English and had not mastered the core subjects, were still required to take all standardized exams, including the CAHSEE, regardless of how little training they have had — much to the detriment of the school-wide Academic Yearly Progress (Krueger & Whitmore, 2002). The research showed that districts will suffer the loss of state funding if growth expectations are not met and students fail to perform at a level of proficiency in the core subjects. The purpose of the CAHSEE is to set rigorous standards for graduation, not to promote exclusion or divisiveness. The exam was meant to ensure that students received high quality education and also enforced accountability in the school structure. The major problem was that NCLB presupposed that high standards would result in success for all students, which assumed that students who failed the CAHSEE were capable of passing but were simply not motivated enough and that the threat of a withheld high school diploma would push the students to pass the test. This flawed logic ignored the largest group of students who did not pass the test, and the students who most needed to pass: disadvantaged students (Zau & Betts, 2008).

In other cases, students have had the misfortune of living in a district that cannot afford to educate its students well. These schools are identified as beneficiaries of the Williams Settlement. Eliezer Williams v. State of California began in 2000, when nearly 100 students who felt that they were not being provided with the proper education tools, including instruction materials, qualified teachers, and safe facilities, filed a class action lawsuit in San Francisco. The case was settled in 2004, giving extra funding to schools that ranked between one and three in the Academic Performance Index (API), which is a

score out of ten and is used to analyze a school's academic performance and progress (cde.ca.gov, 2009). Schools were also not required to keep students who failed the test in high school — and with limited resources; the schools could not afford to keep them and had no incentive to do so. This situation meant that hundreds of students were left without a high school to attend and without a high school diploma. An alternate version of the high school diploma is the community college route or attempting to acquire a General Education Development degree. However, the GED test was even harder to pass than the CAHSEE. Some students were successful in obtaining a GED, but they must wait longer, study harder, and go through many more steps to receive their high school diploma. It is unfair to prevent students from getting a diploma when they are trying hard to do so (cde.ca.gov, 2008). As a standardized test, the CAHSEE does not discriminate. Every student in California, from every race and every background, must pass the same test. However, this has also meant that special education students who have been in an alternative education program for their entire lives are suddenly expected to pass a test for which they are most likely unprepared. They have had no practice in standardized testing. The CAHSEE's goal — to test students to make sure that schools are achieving and helping students to succeed — is admirable. However, the consequences of the CAHSEE have punished these students more than anyone else. It is extremely difficult for students' without a high school diploma to obtain basic-skill-level jobs. Schools that have many students failing the CAHSEE should receive extra funding in order to help their students. Education is priceless and a state that prevents its students from becoming educated does not help its citizens. It fails them. Because the CAHSEE is a new exam established in the state of California, it is too premature to determine the long-term

effects positive, or negative, this examination will have on the future of education (Associated Press, 2006).

Summary of the Survey Administration

The survey was administered to faculty members in the English and math departments employed in both school districts. The data (frequency of responses) gathered from the survey was analyzed to address the research questions posed during this study. The total of responses from teachers on the survey were tallied and displayed as charts. All teacher responses refer to specific research questions one through five. The aggregated survey responses will be illustrated in the following sections:

1. Results of survey responses from ABCUSD teachers' on each of the five research questions.
2. Results of survey responses from CUSD teachers' on each of the five research questions.

Sequence and Subdivision of Research Questions

A total of 30 questions were presented to staff members in form of a link using the online survey instrument, Survey Monkey. The 30 questions were targeted to each of the five research questions, including four general CAHSEE questions, and positioned randomly throughout the questionnaire for an accurate accounting of the staff's genuine opinions about the exit exam and its outcomes. The subdivision of queries per research question was broken down, and contained specific survey questions as follows:

Research Question 1: Questions 1, 7, 10, 17, 21, and 25, for a total of six survey questions.

Research Question 2: Questions 3, 11, 18, 22, 26, and 27, for a total of six survey

questions.

Research Question 3: Questions 4, 8, 12, 19, and 23, for a total of five survey questions.

Research Question 4: Questions 15, 24, 28, and 29, for a total of four survey questions.

Research Question 5: Questions 6, 9, 14, 16, and 30, for a total of five survey questions.

General CAHSEE 4: Questions 2, 5, 13, and 20 for a total of four survey questions.

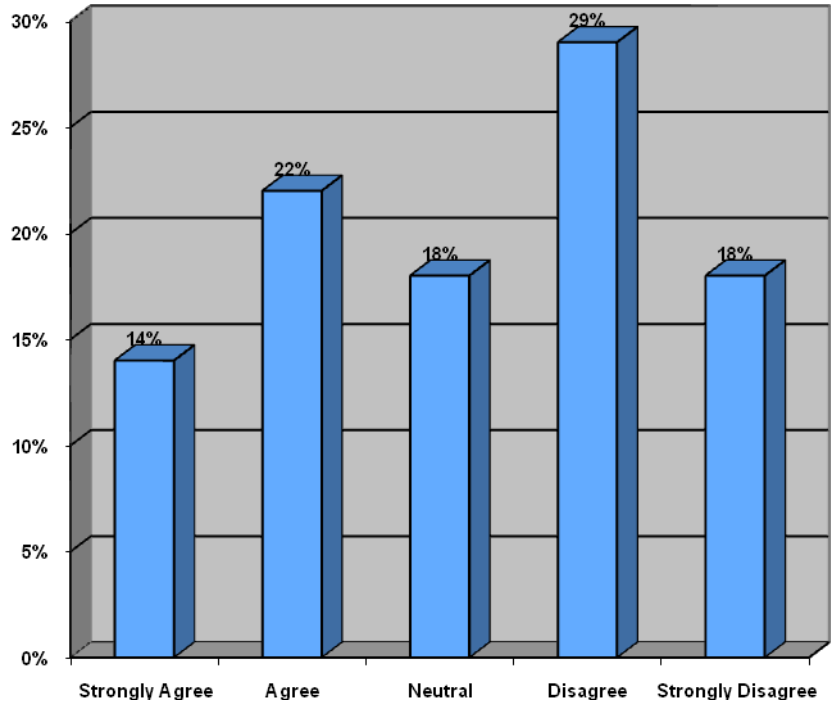
Results of Research Question 1

The first research question was: Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores? The results were an aggregate calculation from survey questions 1, 7, 10, 17, 21, and 25.

The hypothesis for research question was: The percentage of high qualified teachers employed at both schools will have an effect on students' CAHSEE scores. The research results did not support the initial hypothesis for this study.

Figure 1. **ABCUSD/CUSD Teachers Aggregate Responses to Research Question 1**

Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?

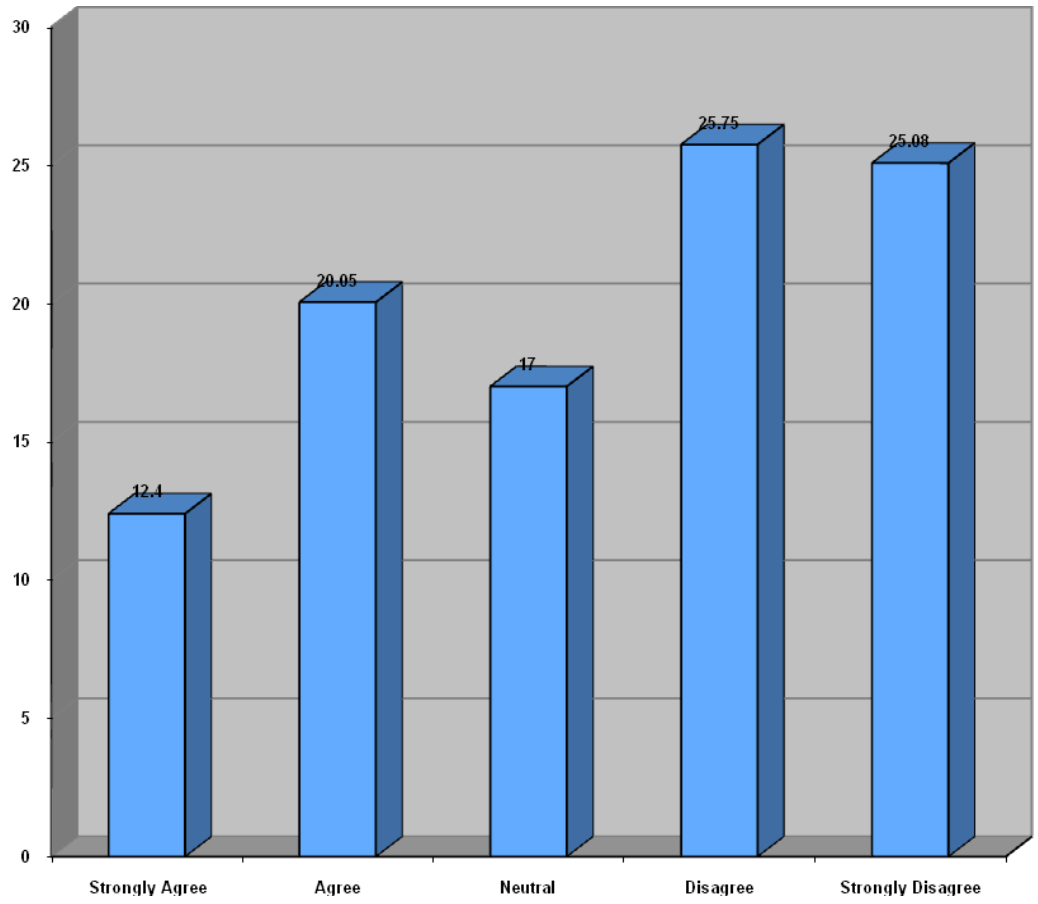


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 14%
Agree: 22%
Neutral: 18%
Disagree: 29%
Strongly Disagree: 18%

Figure 2. **ABCUSD Teachers Aggregate Responses to Research Question 1**

Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?

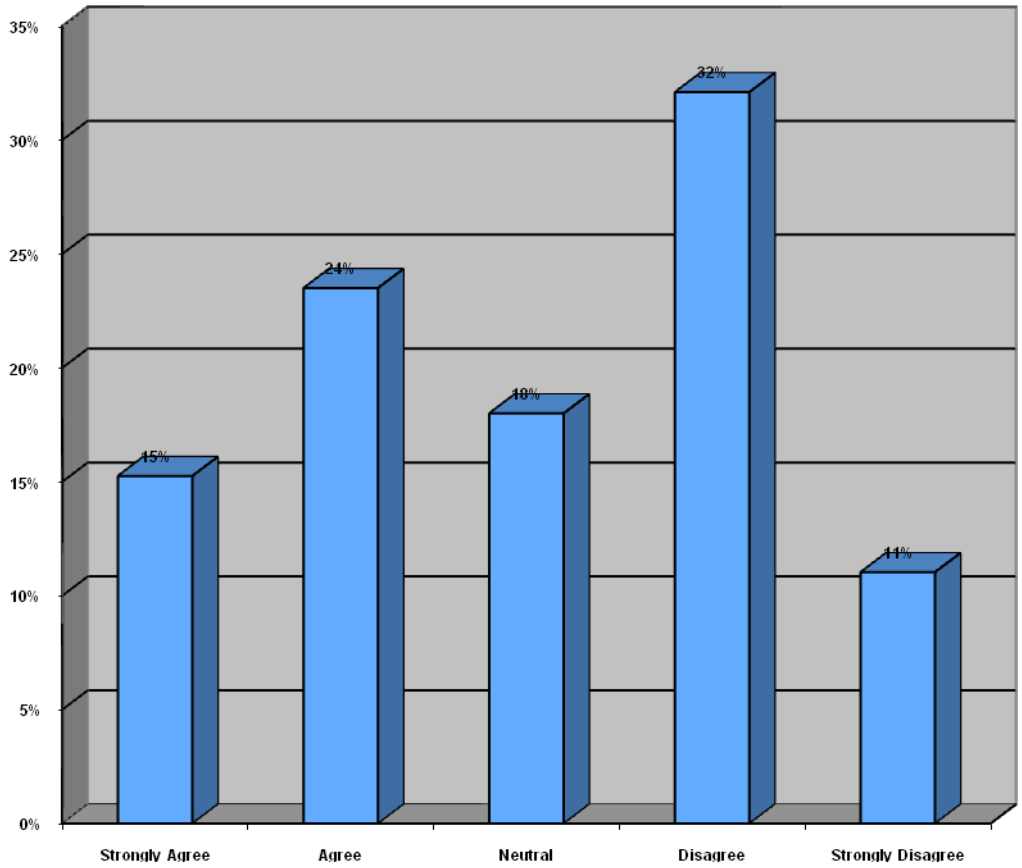


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 12.4%
Agree: 20.05%
Neutral: 17%
Disagree: 25.75%
Strongly Disagree: 25.08%

Figure 3. **CUSD Teachers Aggregate Responses to Research Question 1**

Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?



The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 15%
Agree: 24%
Neutral: 10%
Disagree: 32%
Strongly Disagree: 44%

Results of Research Question 2

The second research question was: Does the average class size ratio of students per teacher on each campus effect CAHSEE scores? The results were an aggregate calculation from survey questions: 3, 11, 18, 22, 26, and 27.

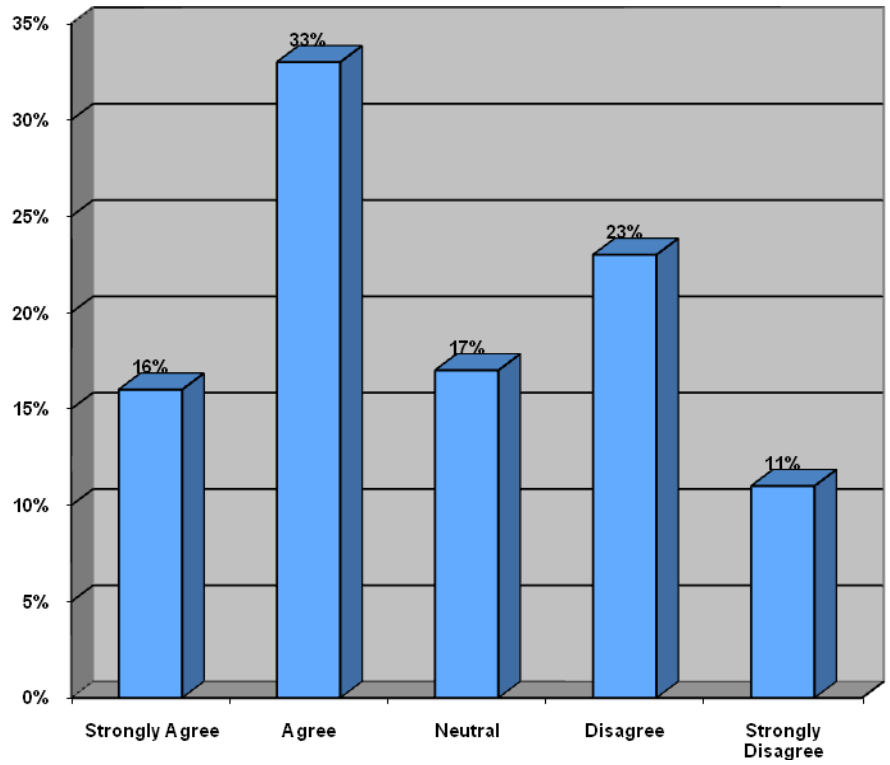
The hypothesis for research question two was: The average class size ratio of students per teacher on each campus effect CAHSEE scores?

The research results did support the initial hypothesis for this study.

Figure 4. **ABCUSD/CUSD Teachers Aggregate Responses to Research Question 2**

Does the average class size ratio of students per teacher on each campus effect CAHSEE

scores?



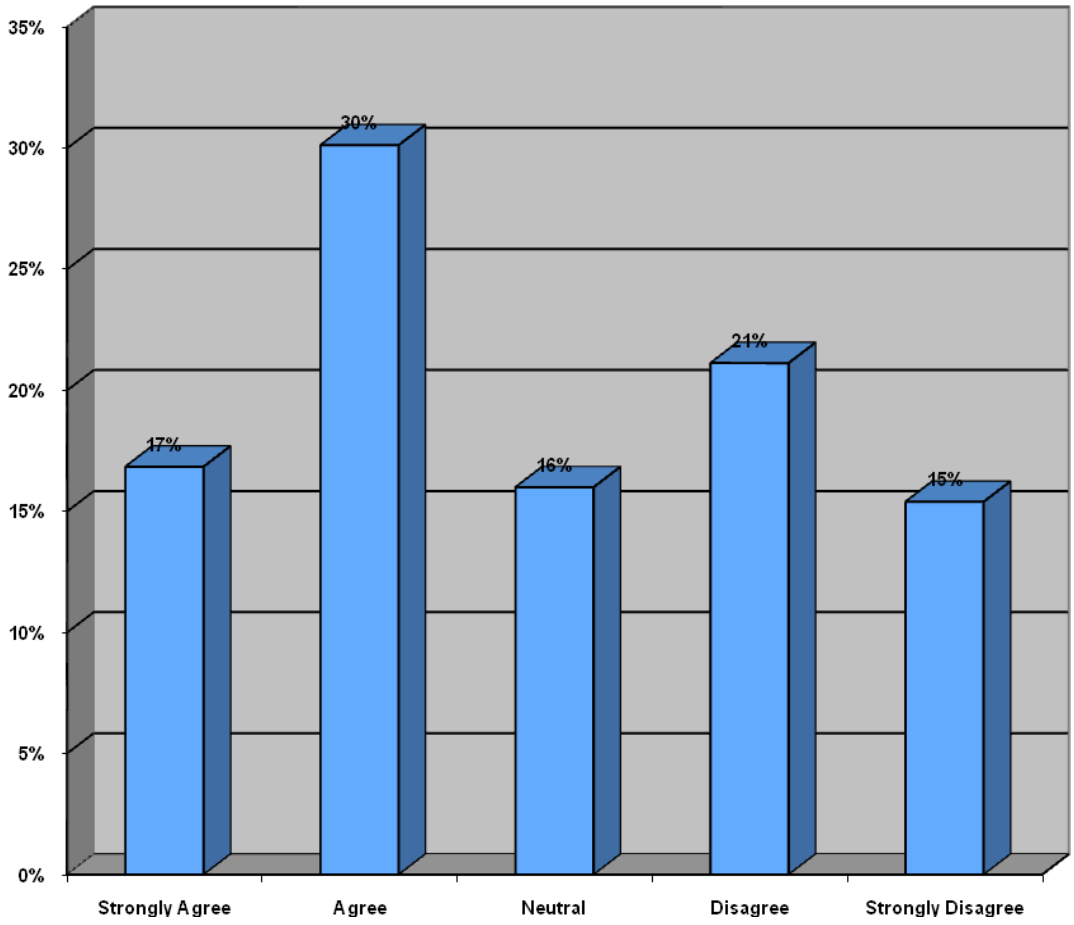
The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 16%
Agree: 33%
Neutral: 17%
Disagree: 23%
Strongly Disagree: 11%

Figure 5. **ABCUSD Teachers Aggregate Responses to Research Question 2**

Does the average class size ratio of students per teacher on each campus effect CAHSEE

scores?

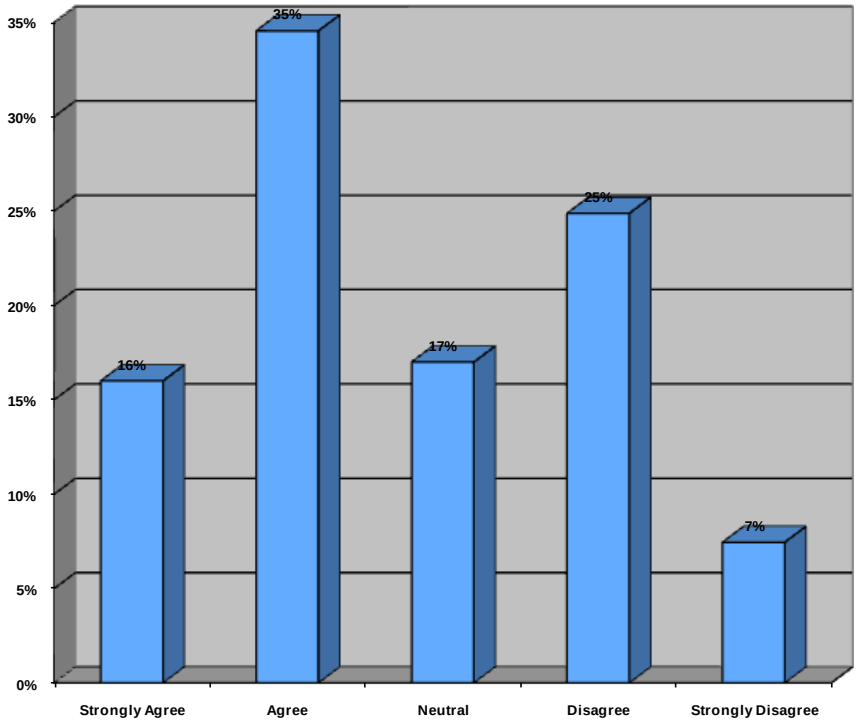


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 17%
Agree: 30%
Neutral: 16%
Disagree: 24%
Strongly Disagree: 15%

Figure 6. **CUSD Teachers Aggregate Responses to Research Question 2**

Does the average class size ratio of students per teacher on each campus effect CAHSEE scores?



The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 16%
Agree: 35%
Neutral: 17%
Disagree: 25%
Strongly Disagree: 7%

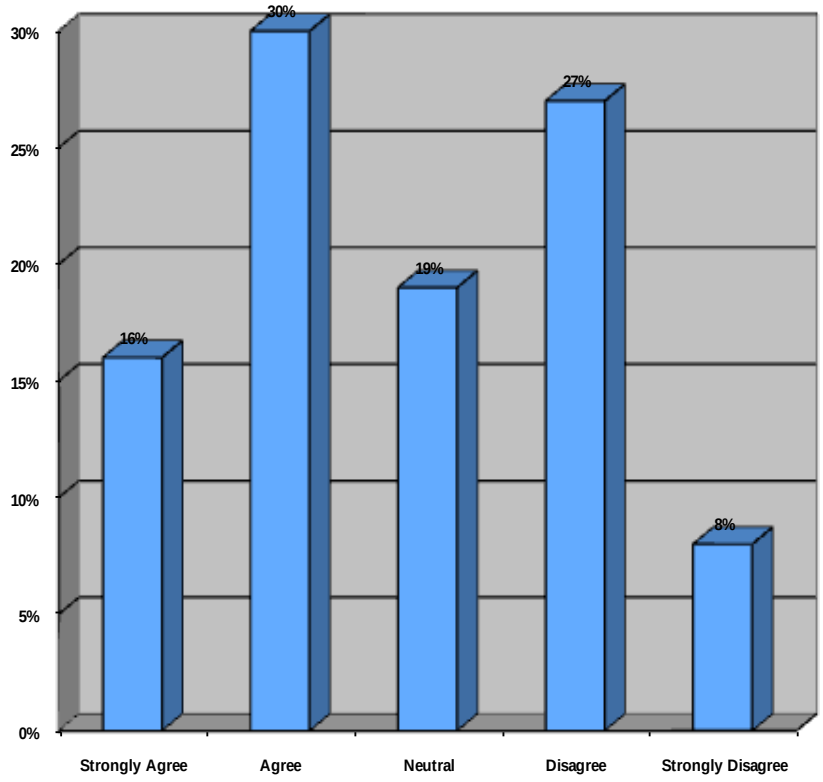
Results of Research Question 3

The third research question was: Does per pupil spending at each school have an effect on CAHSEE scores? The results were an aggregate calculation from survey questions: 4, 8, 12, 19, and 23.

The hypothesis for research question three was: Per pupil spending at each school does not have an effect on CAHSEE scores. The research results did support the initial hypothesis for this study.

Figure 7. **ABCUSD/CUSD Teachers Aggregate Responses to Research Question 3**

Does per pupil spending at each school have an effect on CAHSEE scores?

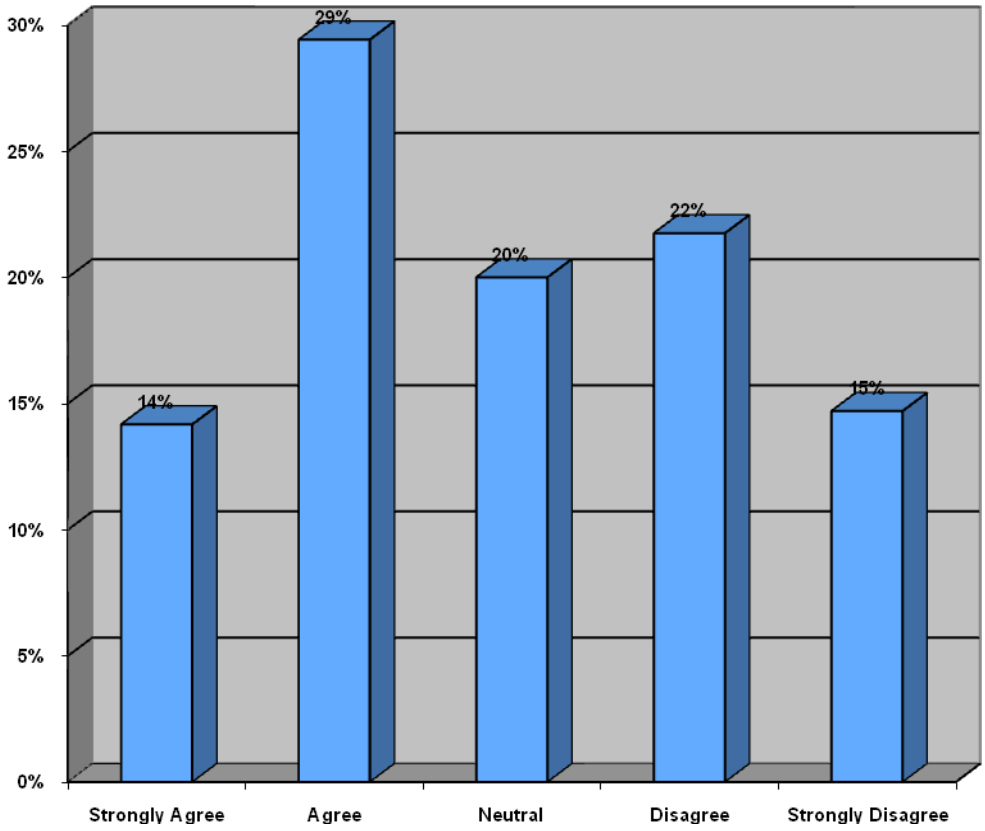


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 16%
Agree: 30%
Neutral: 19%
Disagree: 27%
Strongly Disagree: 8%

Figure 8. **ABCUSD Teachers Aggregate Responses to Research Question 3**

Does per pupil spending at each school have an effect on CAHSEE scores?

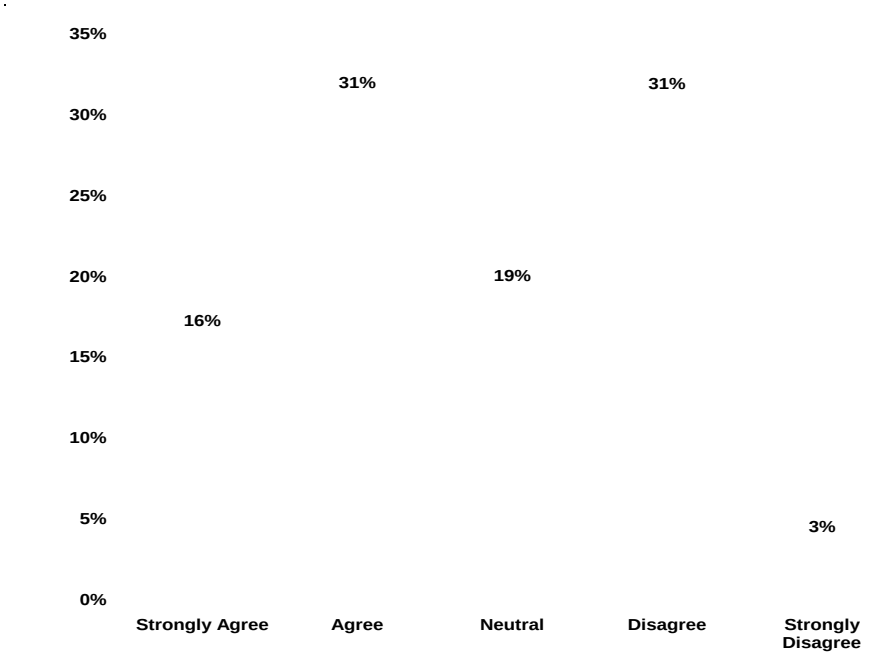


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 14%
Agree: 29%
Neutral: 20%
Disagree: 22%
Strongly Disagree: 15%

Figure 9. **CUSD Teachers Aggregate Responses to Research Question 3**

Does per pupil spending at each school have an effect on CAHSEE scores?



The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 16%
Agree: 31%
Neutral: 19%
Disagree: 31%
Strongly Disagree: 3%

California ranks 23rd in the latest U.S. Census Bureau analysis of per pupil school spending. That's a little better than the state's rank by the National Education Association for the same year, and much better than its 2008-09 NEA rank. Census rankings for 2008-09 will be released later this year.

Table 1

U.S. School Spending, 2007-2008

State▲	Per Pupil Spending	Census Spending Rank	NEA 2008-09 spending figure	NEA rank
Alabama	$9,103.00	34	$8,875	34
Alaska	$14,630.00	3	$10,590	19
Arizona	$7,608.00	49	$5,346	51
Arkansas	$8,541.00	41	$9,591	22
California	$9,863.00	23	$9,539	26
Colorado	$9,079.00	36	$9,335	29
Connecticut	$13,848.00	6	$13,533	7
Delaware	$12,253.00	11	$12,977	8
District of Columbia	$14,594.00	4	$17,449	1
Florida	$9,035.00	39	$8,816	36
Georgia	$9,788.00	25	$9,564	23

(continued)

U.S. School Spending (continued)

Hawaii	$11,800.00	13	$11,117	14
Idaho	$6,931.00	50	$7,305	47
Illinois	$10,246.00	18	$10,993	16
Indiana	$9,036.00	38	$9,432	28
Iowa	$9,267.00	31	$8,432	42
Kansas	$9,667.00	27	$9,544	25
Kentucky	$8,686.00	40	$9,264	32
Louisiana	$9,954.00	22	$9,310	30
Maine	$11,572.00	15	$12,802	9
Maryland	$12,966.00	10	$11,962	10
Massachusetts	$13,454.00	9	$13,768	6
Michigan	$10,069.00	21	$11,082	15
Minnesota	$10,140.00	20	$10,560	20

(continued)

U.S. School Spending (continued)				
	$9,216.00	32	$8,466	41
Mississippi	$9,666.00	28	$9,029	33
Montana				
Nebraska	$9,577.00	29	$8,752	37
Nevada	$8,285.00	44	$7,133	49
New Hampshire	$11,619.00	14	$11,447	13
New Jersey	$16,491.00	2	$15,374	2
New Mexico	$9,068.00	37	$9,558	24
New York	$17,173.00	1	$15,286	3
North Carolina	$7,996.00	45	$8,615	40
North Dakota	$9,675.00	26	$8,638	39
Ohio	$10,173.00	19	$8,829	35
Oklahoma	$7,685.00	48	$7,615	46
Oregon	$9,558.00	30	$9,469	27
Pennsylvania	$12,035.00	12	$11,659	12
Rhode Island	$13,539.00	8	$11,905	11
South Carolina	$9,170.00	33	$8,721	38
South Dakota	$8,367.00	42	$8,250	43
Tennessee	$7,739.00	47	$8,022	44

(continued)

U.S. School Spending
(continued)

Texas	$8,320.00	43	$7,978	45
U.S. average	$10,259.00		$9,963	
Utah	$5,765.00	51	$5,734	50
Vermont	$14,300.00	5	$14,336	4
Virginia	$10,659.00	17	$10,707	17
Washington	$9,099.00	35	$9,304	31
West Virginia	$9,852.00	24	$10,411	21
Wisconsin	$10,680.00	16	$10,643	18
Wyoming	$13,840.00	7	$13,967	5

SOURCE: U.S. Census Bureau, NEA. The two groups use slightly different calculations to Figure total per pupil spending.

Results of Research Question 4

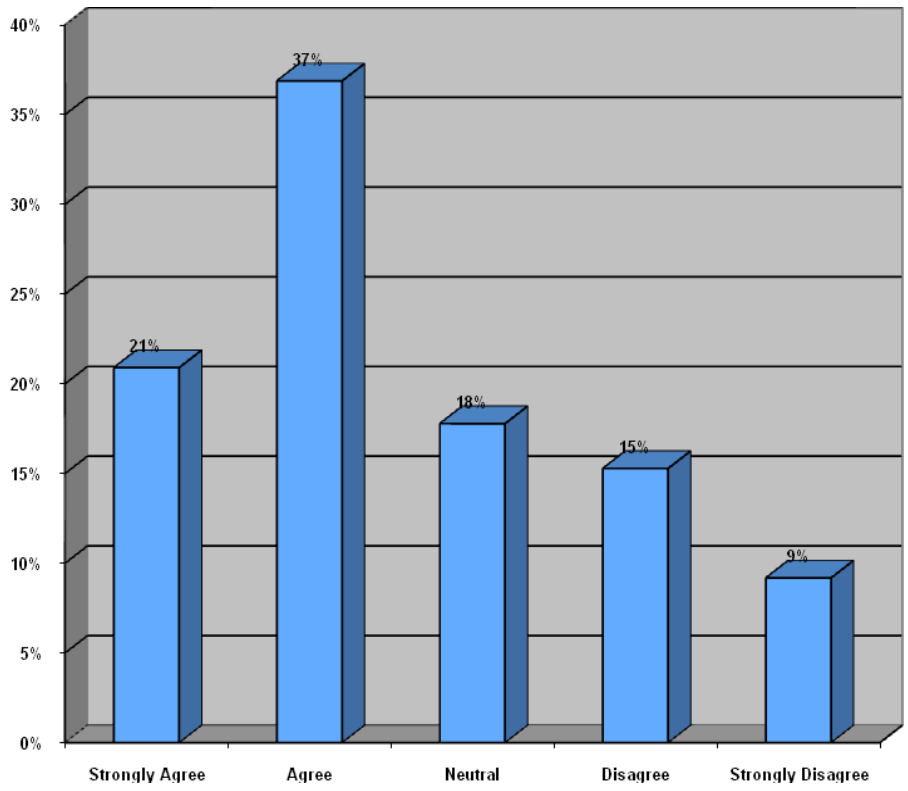
The fourth research question was: Do CAHSEE tutorial assistance used in both school districts help boost students' test scores? The results were an aggregate calculation from survey questions: 15, 24, 28, and 29.

The hypothesis for research question four was: CAHSEE tutorial assistance used at both schools do increase test scores.

The research results did support the initial hypothesis for this study.

Figure 10. **ABCUSD/CUSD Teachers Aggregate Responses to Research Question 4**

Do CAHSEE tutorial assistance used in both school districts help boost students' test scores?

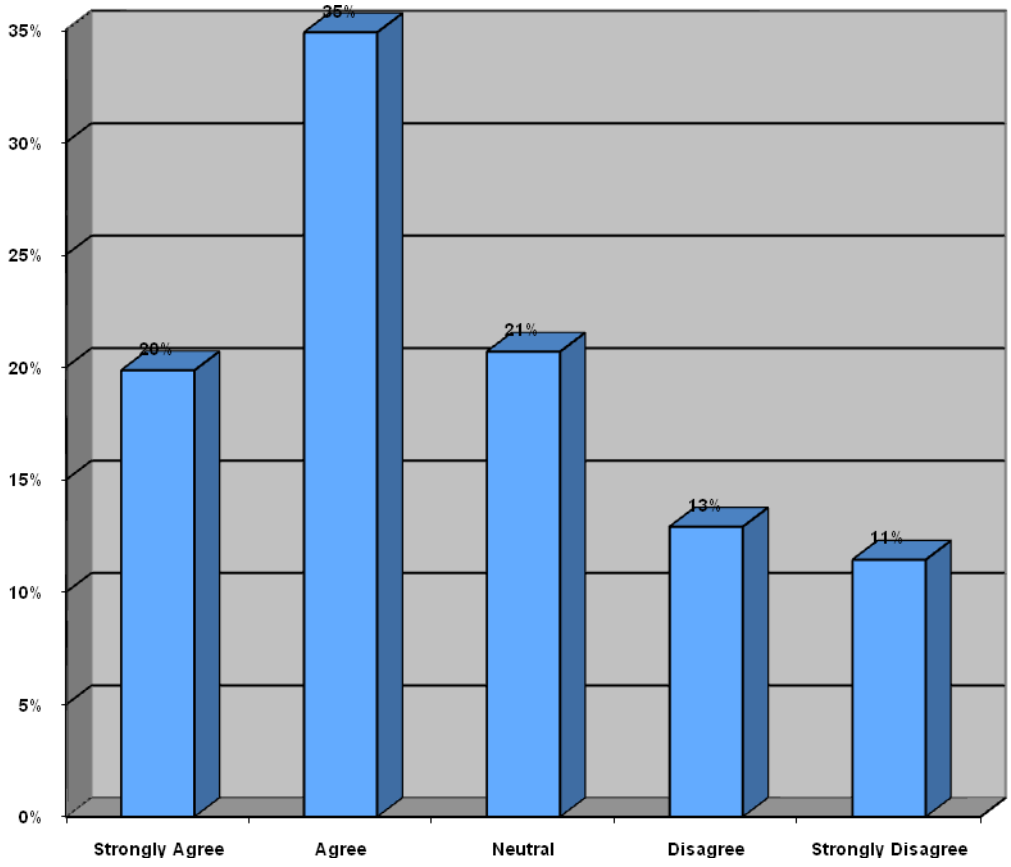


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 21%
Agree: 37%
Neutral: 18%
Disagree: 15%
Strongly Disagree: 9%

Figure 11. **ABCUSD Teachers Aggregate Responses to Research Question 4**

Do CAHSEE tutorial assistance used in both school districts help boost students' test scores?

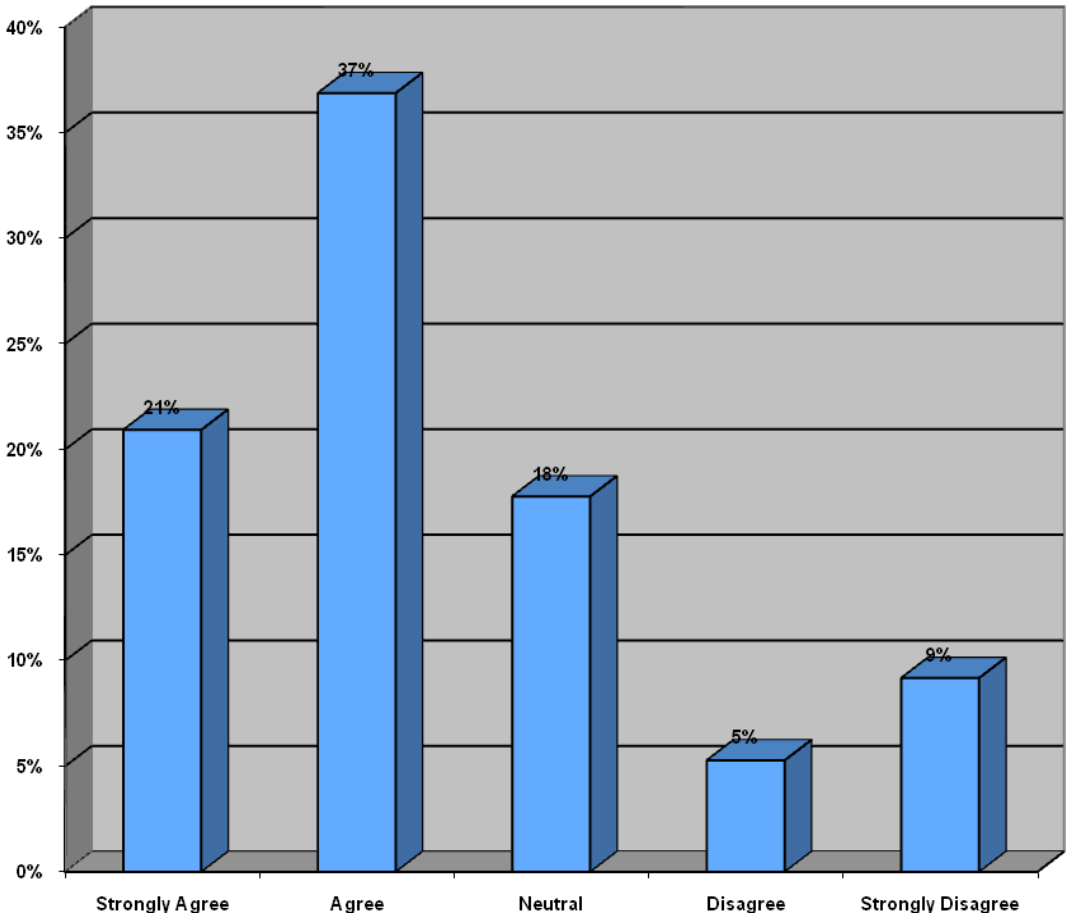


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 20%
Agree: 35%
Neutral: 21%
Disagree: 13%
Strongly Disagree: 11%

Figure 12. **CUSD Teachers Aggregate Responses to Research Question 4**

Do CAHSEE tutorial assistance used in both school districts help boost students' test scores?



The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 21%
Agree: 37%
Neutral: 18%
Disagree: 5%
Strongly Disagree: 9%

Results of Research Question 5

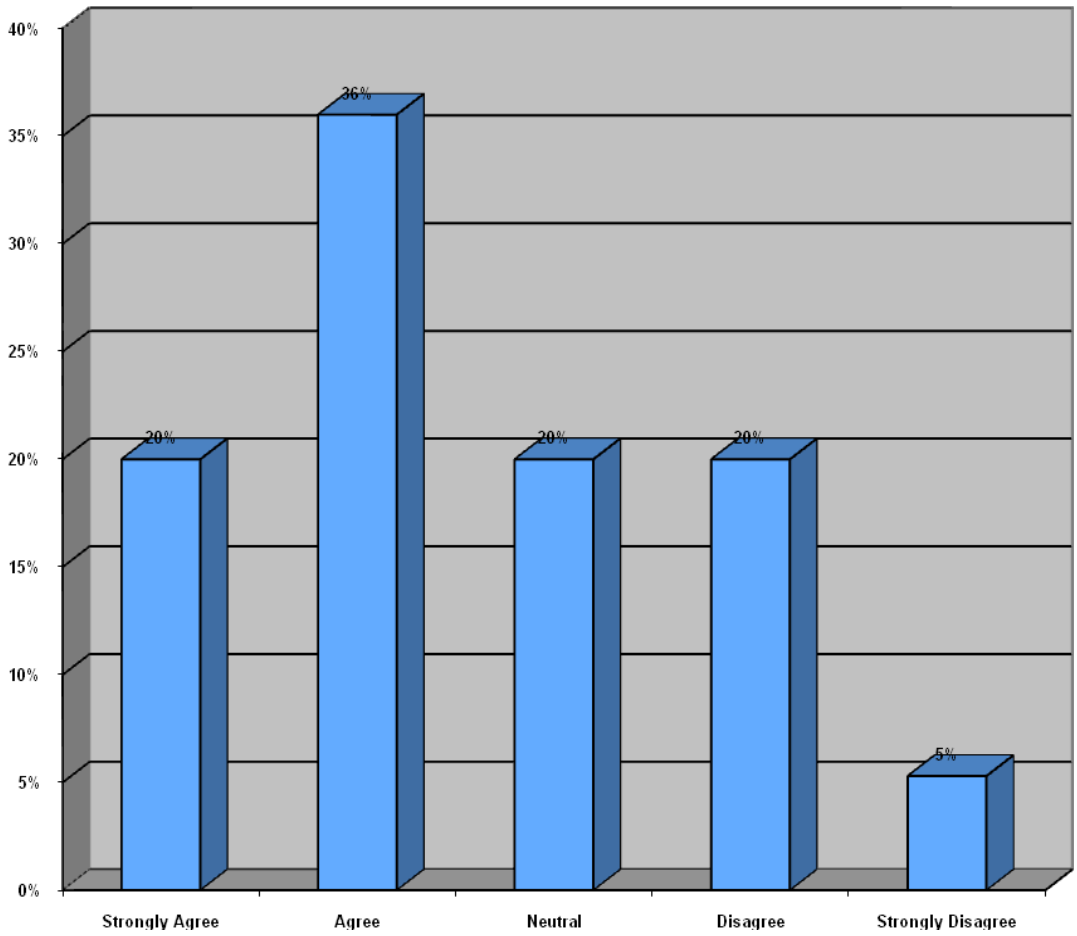
The fifth research question was: Does additional CAHSEE tutorial assistance help increase El students' test scores? The results were an aggregate calculation from survey questions: 6, 9, 14, 16, and 30.

The hypothesis for research question five was: CAHSEE tutorial assistance does increase test scores for El students

The research results did support the initial hypothesis for this study.

Figure 13. **ABCUSD/CUSD Teachers Aggregate Responses to Research Question 5**

Does additional CAHSEE tutorial assistance help increase El students' test scores?

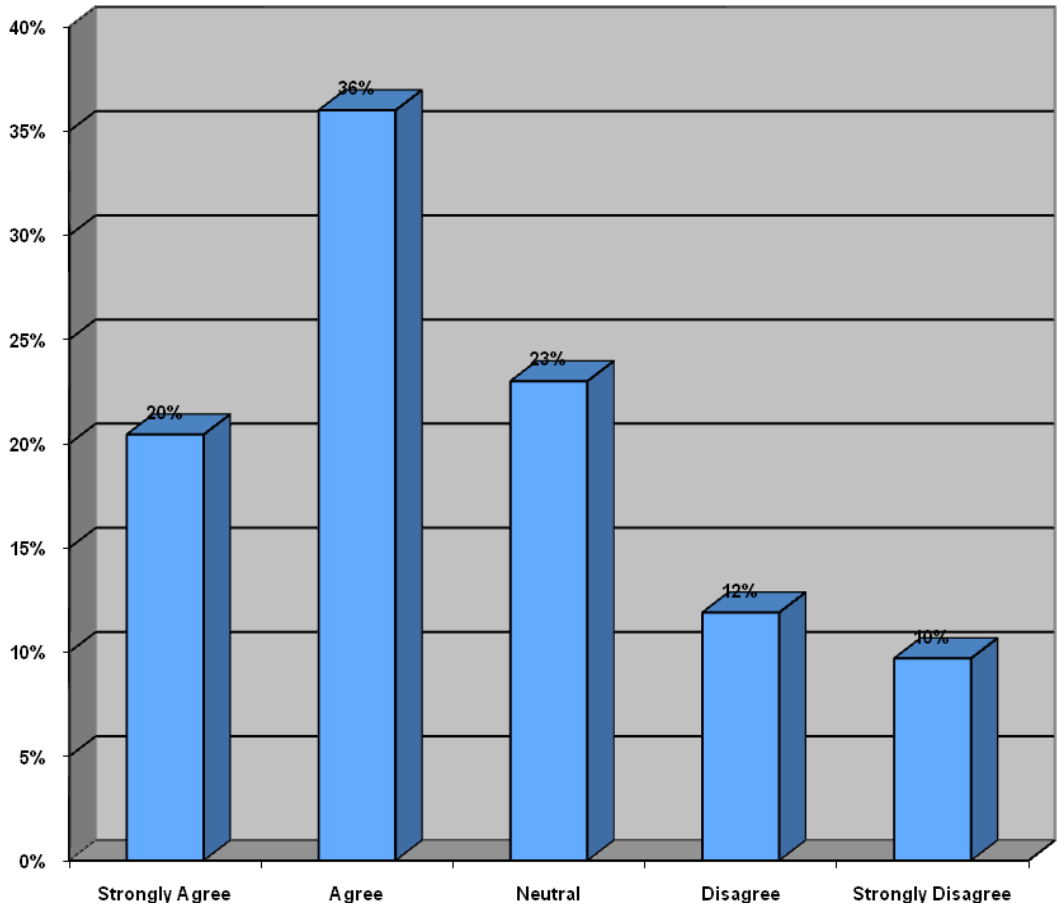


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 20%
Agree: 36%
Neutral: 20%
Disagree: 20%
Strongly Disagree: 5%

Figure 14. **ABCUSD Teachers Aggregate Responses to Research Question 5**

Does additional CAHSEE tutorial assistance help increase El students' test scores?

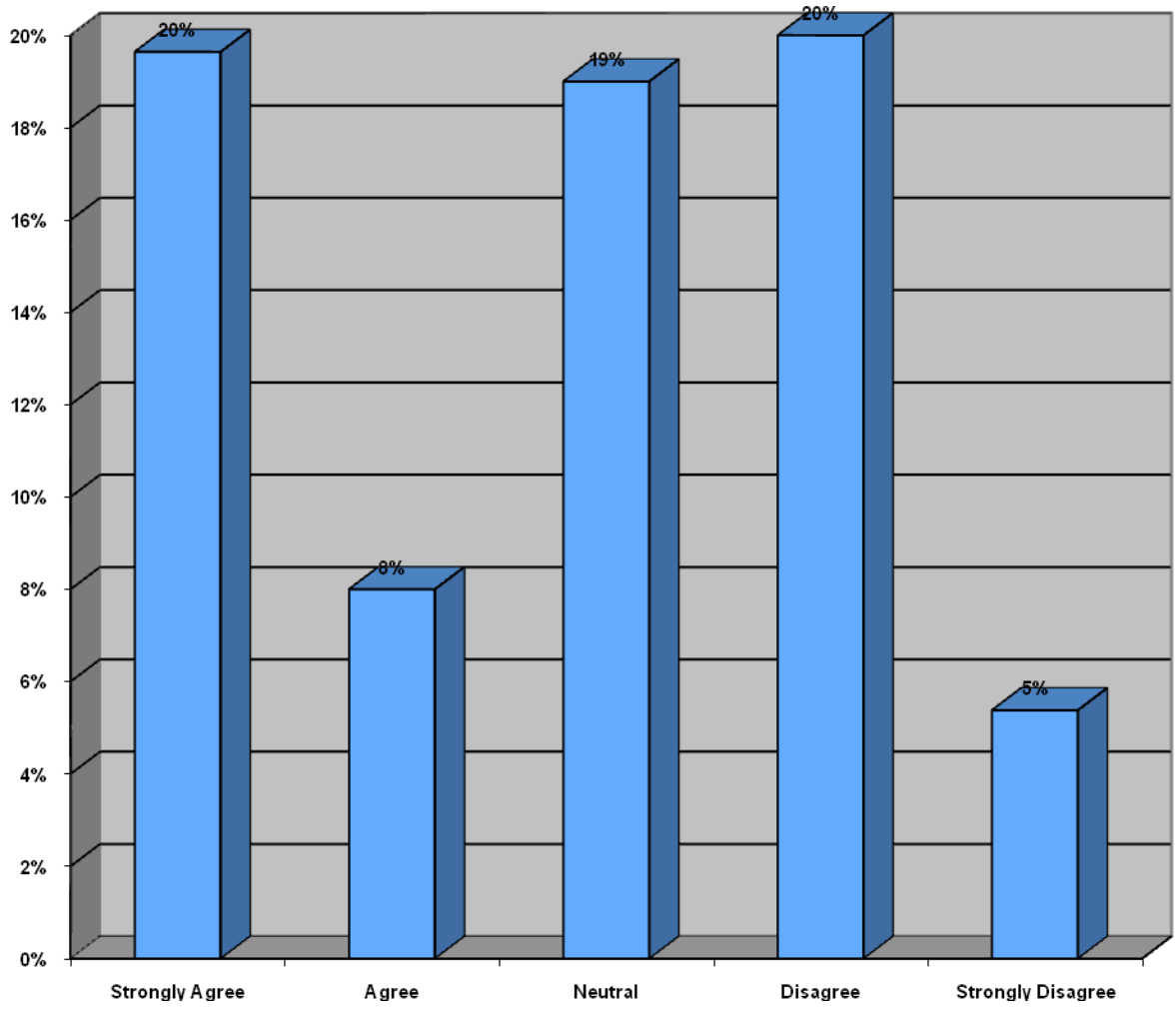


The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 20%
Agree: 36%
Neutral: 23%
Disagree: 12%
Strongly Disagree: 10%

Figure 15. **CUSD Teachers Aggregate Responses to Research Question 5**

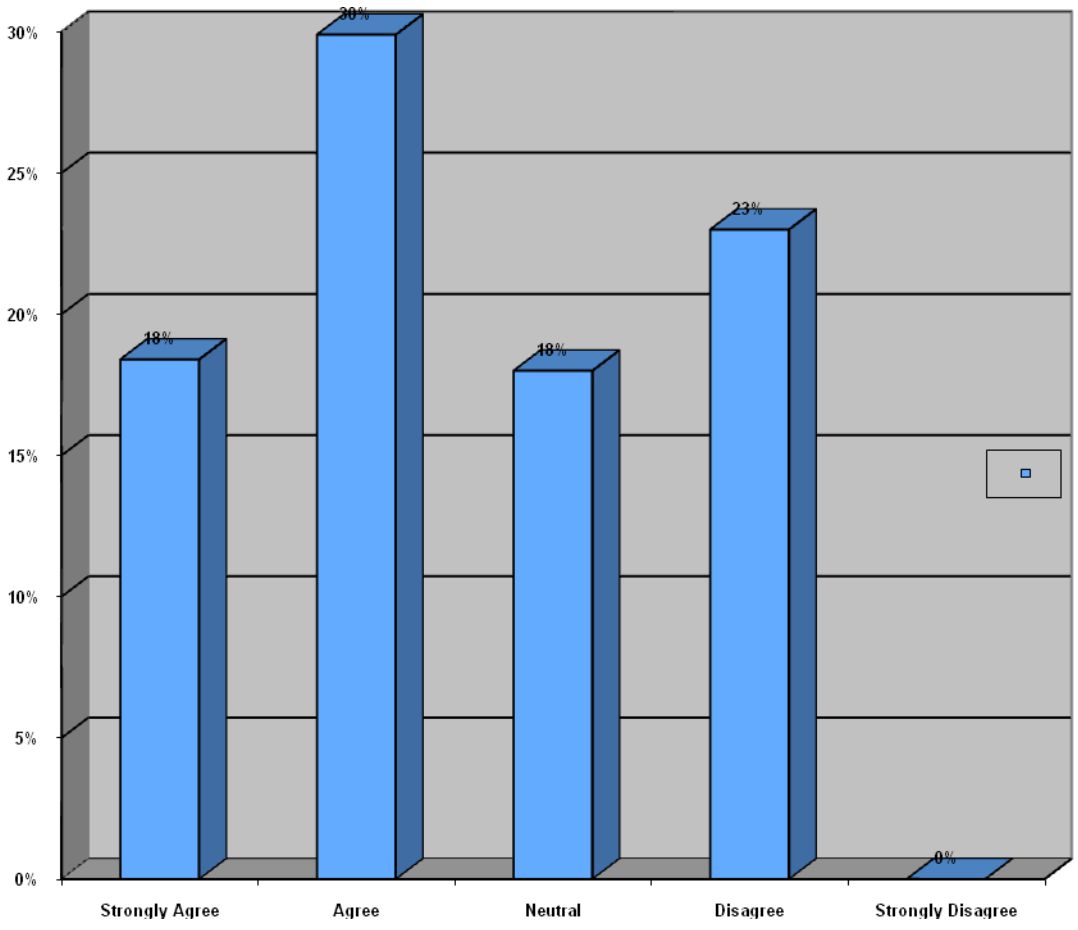
Does additional CAHSEE tutorial assistance help increase El students' test scores?



The results are based on the frequency of responses from teachers on the likert scale:

Strongly Agree: 20%
Agree: 8%
Neutral: 19%
Disagree: 20%
Strongly Disagree: 5%

Figure 16. **General CAHSEE Questions 2, 5, 13, and 20**



Summary of Data Analysis

The researcher investigated five questions pertaining to causal factors on the CAHSEE. The results of each research questions were:

1. Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?

   Analysis: Survey responses indicated that a total of 36% of teachers in both ABC/CUSD districts agreed that teacher experience is a significant factor in student success on the CAHSEE; however, the majority of teachers (47%) did not concur that experience is a factor at all. Responses from teachers in the ABCUSD revealed that 32% of its teachers agreed with the question and 50% disagreed, whilst, 39% of teachers in the CUSD agreed with the question and 43% disagreed.

2. Does the average class size ratio of students per teacher on each campus effect CAHSEE scores?

   Analysis: Forty-nine percent of all teachers in both districts agreed that class size is a factor in determining CAHSEE scores, while 34% disagreed; 47% of teachers in the ABCUSD concurred that the student-teacher ratio is important in gaining success on the CAHSEE, and 51% of teachers in the CUSD felt the same, as opposed to the 36% and 32% who felt that class size is a non-factor.

3. Does per pupil spending at each school have an effect on CAHSEE scores?

   Analysis: Survey responses revealed that 46% of teachers in both districts agreed that per pupil spending is a factor in determining CAHSEE scores, while 38% disagreed; 43% of teachers in the ABCUSD had the same opinion that per pupil spending is important in gaining success on the CAHSEE, and 47% of teachers in

the CUSD felt the same as opposed to 37% and 31% who deemed spending inconsequential.

4. Does CAHSEE tutorial assistance used at both schools help boost students' test scores?

   Analysis: Fifty-eight percent of all teachers in both districts agreed that CAHSEE tutorial assistance was a mitigating factor in determining CAHSEE scores, while 24% disagreed; 55% of teachers in the ABCUSD concurred that CAHSEE tutorial assistance was important in gaining success on the CAHSEE, and 58% of teachers in the CUSD felt the same, as opposed to 24% and 14% who felt it is negligible.

5. Does additional CAHSEE tutorial assistance help increase El students' test scores?

   Analysis: Fifty-six percent of teachers in both districts agreed that CAHSEE tutorial assistance for El students was a factor in determining CAHSEE scores, while 25% disagreed; 56% of teachers in the ABCUSD concurred that CAHSEE tutorial assistance is important in gaining success on the CAHSEE, and 28% of teachers in the CUSD felt the same, as opposed to 22% and 25% who felt it was a nonfactor.

Chapter Five will provide the discussion, conclusions, and the implications based on this research. A comprehensive list of the recommendations from this study is also detailed in Chapter Five.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

Chapter One included the introduction, problem background, purpose of the study, research questions and hypotheses, limitations and delimitations of the study, definition of terms, and the significance of the study. This study was significant because it was necessary to identify the contributing factors in students' successes and deficiencies on the CAHSEE and to examine teacher perspectives on those factors. Chapter Two reviewed the literature on current educational policies and causal factors including class size, experience of teacher, the NCLB act, funding, faculty perspective and El students. Chapter Three illustrated the methodology and procedures, which included procedures for answering each research question, data collection, data analysis, and assumptions. Chapter Four discussed the results of the study, answers to research questions 1-5, and whether the research hypotheses were upheld or rejected. Chapter Five provides a review of the discussions, conclusions, and a review of literature based on this research. A comprehensive list of the recommendations from the study concludes this chapter. The research questions investigated in this study were relevant in identifying the existing dynamics that occur between groups of students to evaluate their academic aptitude on standardized tests. Although there are several testing resources available to staff and students, generally very little input is found in educational journals directly from teachers on best test-taking practices. In order to establish and maintain school-wide proficiency on high stakes examinations, a more resolute connection should be erected to garner insight directly from the source (HumRRo.org, 2010). The purpose

of this study was two-fold. The first was to compare existing differences in student achievement on the CAHSEE and the second was to evaluate faculty perspectives on student results on the exam. It is relevant to provide analysis of the causal factors attributed to student success on the CAHSEE. Furthermore, this study examined the relationship between class size, experience of teacher, funding, and faculty perspectives, exit examination requirements in other states, per pupil expenditures, tutorial materials, NCLB act, and El students.

Five research questions were examined to achieve the purposes of this study. The research questions were:

1. Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?
2. Does the average class size ratio of students per teacher on each campus effect CAHSEE scores?
3. Does per pupil spending at each school have an effect on CAHSEE scores?
4. Does CAHSEE tutorial assistance used at both schools help boost students' test scores?
5. Does additional CAHSEE tutorial assistance help increase El students' test scores?

The research examined faculty perspectives and compared factors attributed to student achievement on the CAHSEE from two local high schools. An online survey was applied with the following response categories and corresponding numbers: 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree*. The frequency of teacher responses was calculated, and then charted onto graphs. Participants in the

study were full-time certificated faculty instructing in the English and math departments during the calendar year of 2010- 2011, spring semester.

A l`ikert scale formatted survey instrument with six indistinguishable sections was administered to the participants to gather data for this research. The survey subdivisions were:

1. Research Question 1 included survey questions 1, 7, 10, 17, 21, and 25.
2. Research Question 2 included survey questions 3, 11, 18, 22, 26, and 27.
3. Research Question 3 included survey questions 4, 8, 12, 19, and 23.
4. Research Question 4 included survey questions 15, 24, 28, and 29.
5. Research Question 5 included survey questions 6, 9, 14, 16, and 30.
6. General CAHSEE Questions included survey question's 2, 5, 13, and 20.

Data for the five research questions were analyzed using a frequency distribution spreadsheet on Microsoft Excel. The results of the analyzed data will be discussed in the concluding section of this chapter. Due to the limitations of this study, caution is warranted in terms of drawing conclusions and suggesting implications from the results of this study. Generalizing the results of this study was an issue due to the limited sample size of participants. Conclusions and implications were limited to the teachers of the ABCUSD and CUSD during the spring semester of the 2010-2011 calendar year.

Conclusions

Research Question One

Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores?

Analyses completed for Research Question 1 sought to determine if the percentage of "highly qualified" teachers in the classroom had a positive effect on CAHSEE scores. The results indicated that only 36% of teachers in both districts agree. The likert scale applied in the online survey was: 5 = *Strongly Agree,* 4 = *Agree,* 3 = *Neutral,* 2 = *Disagree,* and 1 = *Strongly Disagree*. The frequency of teacher responses on the survey reflected a high frequency of *Strongly Disagree* responses and a low frequency of *Strongly Agree* responses.

Research Question 1 was: Does the percentage of highly qualified teachers employed at both schools have an effect on students' CAHSEE scores? The conclusion was inconclusive. Variations among the response frequency indicated that the majority of teachers (47%) do not concur that experience is a factor at all. Responses from teachers in the ABCUSD revealed that 32% of teachers in the CUSD surveyed slightly higher with 39%, which indicates a difference of 7%. These results suggest that experience does not constitute effectiveness in the classroom and that newer teachers may also be able to engage their students intellectually. These numbers may reflect the reality among colleagues that teaching is a comprehensive endeavor and is shaped by the many elements of teacher quality in the classroom.

A review of the literature refutes the responses by teachers made on this survey with respect to test scores. Research suggests that a teacher's influence on learning goes far beyond test scores. Newer teachers may be excited about new discoveries, but teachers with more experience can distinguish valuable ideas from passing fads. It is a complicated task to determine how much difference a teacher makes in student

achievement and whether that difference depends on how long the teacher has been in the teaching profession (Rice, 2011). Ultimately, inexperienced teachers manage to catch up to traditionally certified teachers after a few years of training. Over time, novice teachers take ownership in the education field and place their subjects into perspective. There are exceptions, of course, on both ends. But experience can bring humility, good judgment, and an ability to grasp the big picture. Life experience and mastery in the subject tremendously affects teaching acumen. Repetition brings not only fluency, but also insight — especially when you teach a subject over and over, year after year. An experienced teacher will design engaging and insightful lessons that will capture the imagination of any uninterested student. A veteran teacher's repertoire of knowledge will grow; that teacher has garnered more materials, ideas, and lessons over the years and the veteran teacher knows how to reach the students (Bell & Miraglia, 2003). The research also shows that more experienced teachers are less severely affected by the monotony of the days, the distractions, classroom interruptions, and the unpredictable nature of functioning in a school setting. Experienced teachers are a great asset to novice teachers who need advice, encouragement, and guidance. When a school goes through upheavals every few years — changes in administration or firing half its staff — a veteran teacher can help keep the school and its purpose intact (Rockoff, 2007).

In an era when schools are responsible for the achievement of every student, they can hardly afford to have one in five teachers lack basic training in pedagogy. Although the number of schools with high concentrations of underprepared teachers has lessened somewhat in recent years, there are still far too many (Rockoff, 2007). The outlook for teacher preparation and quality in California is mixed. On one hand, California can boast

of increased compliance with NCLB and having a more “highly qualified” workforce according to the federal legislation. On the other hand, the state needs to acknowledge the limitations of progress to date: Thousands of teachers are still not compliant with NCLB. And, although the workforce today has more NCLB-compliant teachers than it did a few years ago, much of this change is due to growth in intern program enrollment. As it continues to focus on the quantity and quality of teachers being prepared to staff California’s schools, the state will also need to focus on the knowledge and skills that teachers acquire — both in the first few years in the profession and throughout their careers (gao.gov, 2009).

Research Question Two

Does the average class size ratio of students per teacher on each campus effect CAHSEE scores?

Analyses completed for Research Question 2 sought to determine if class size effected CAHSEE scores. The likert scale applied in the online survey was: 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree*. The frequency of teacher responses on the survey reflected a high frequency of *Strongly Disagree* responses and a low frequency of *Strongly Agree* responses.

Research Question 2 was: Does the average class size ratio of students per teacher on each campus effect CAHSEE scores? The conclusion was consistent with current research. The results indicated that 49% of all teachers in both districts agree and strongly agreed that class size is a factor in determining CAHSEE scores, whereas 34% disagree; 47% of teachers in the ABCUSD concurred that the student-teacher ratio is important in gaining success on the CAHSEE, and 51% of teachers in the CUSD felt the

same, as opposed to 36% and 32% who felt it is a non-factor. Small class size facilitates the creation of a teaching and learning environment where teachers can consistently engage in effective teaching practices and help students more effectively. For instance, because many classrooms have 20 to 25 students, a few particularly talented or particularly disruptive students can radically change the classroom average (Haimson, 2011). Moreover, there may be other factors, unrelated to class size, that serve as a detriment to achievement for advanced students.

Results of the literature review on research question 2 showed that the estimated impact of assigning students to small classes (15) in the early grades instead of regular size classes (22) would reduce the Black-White gap in achievement test scores by 38% in kindergarten through 3rd grade; by 15% in achievement test scores in grades 4-8; and by 60% in test-taking rates for a college entrance exam like the SAT or ACT in high school (*Standardized Testing and Reporting (STAR) Results*, 2011). Students who attended a small class for four years in the early elementary grades were significantly more likely to graduate from high school. The benefit is particularly salient for students from low-income households, where the positive effect on high school graduation rates was nine percentage points for students who attended small classes for three years and 18 percentage points for students who attended small classes for four years (*Standardized Testing and Reporting (STAR) Results*, 2011).

Additional research into whether smaller classes actually improve academic performance is extensive but contradictory. "Fewer issues in education have been studied as often as class size, yet few studies have produced satisfactory or consistent results," said researchers at Health and Education Research Operative Services, a

nonprofit foundation that studies education programs nationwide. The complexity of the issue is perhaps best expressed by Dr. Hanushek, when he stated:

> Surely class size reductions are beneficial in specific circumstances for specific groups of students, subject matters, and teachers. Second, class size reductions necessarily involve hiring more teachers, and teacher quality is much more important than class size in affecting student outcomes. Third, class size reduction is very expensive, and little or no consideration is given to alternative and more productive uses of those resources.

Similarly, Dr. Krueger has stated that the effect sizes found in the STAR experiment and much of the literature are greater for minority and disadvantaged students than for other students. Although the critical effect size varies across groups with different average earnings, economic considerations suggest that resources would be optimally allocated if they were targeted toward those who benefit the most from smaller classes. Attending small classes in K-3 reduces the Black/White gap in the rate at which students take college entrance exams by an estimated 60%, but studies prior to Tennessee's Project STAR were inconclusive because of weak methodologies (Haimson, 2011). STAR was independently reviewed by Frederick Mosteller of Harvard University, who declared it to be "one of the most important educational investigations ever" (Mostellar, 1995). STAR research also showed that attending small classes raised the average score on standardized exams by 0.15-0.20 of a standard deviation for Black students and by 0.04 of a standard deviation for White students. But cost is the bottom line when education budgets are developed. When the value of reducing class size was first introduced, the initial response of policymakers was that it would cost too much; however, research provides evidence that smaller classes produce long-term savings (Mostellar, 1995).

Research Question Three

Does per pupil spending at each school have an effect on CAHSEE scores?

Analyses completed for research question 3 examined per pupil spending at each district and its effect, if any, on CAHSEE scores. The likert scale applied in the online survey was: 5 = *Strongly Agree,* 4 = *Agree,* 3 = *Neutral,* 2 = *Disagree,* and 1 = *Strongly Disagree*. The frequency of teacher responses on the survey reflected a high frequency of *Strongly Disagree* responses and a low frequency of *Strongly Agree* responses; 46% of teachers in both districts agreed that per pupil spending is a factor in determining CAHSEE scores, whereas 38% disagreed. Forty-three percent of teachers in the ABCUSD have the same opinion that per pupil spending is important in gaining success on the CAHSEE, and 47% of teachers in the CUSD felt the same, as opposed to 37% and 31% who deemed spending inconsequential.

Research question 3 was: Does per pupil spending at each school have an effect on CAHSEE scores? The conclusion was inconsistent with current data. Although it is often blamed for the racial achievement gap, unequal school funding is largely a myth. Per pupil spending in the U.S. is broadly similar across racial and ethnic groups. If any one group enjoys an advantage in funding, it is Black students, especially in the Northeastern states (Goldstein, 2011). Group differences in school achievement cannot be the result of an unequal commitment of resources to minority students, and simple increases in public school funding are not likely to close the gaps. Raw per pupil spending is similar across racial and ethnic groups. It can be concluded that economically disadvantaged and minority students face greater socioeconomic problems

outside the classroom, necessitating greater education spending as a kind of remediation (*Six-Point plan for educational equity,* 2011). The argument has been put forth by equalization advocates that disparity in school funding is the *cause* of lower minority achievement. Under the revised view, the cause must be problems outside the classroom, and spending is considered equitable only if it is high enough to remediate those problems (*Six-Point plan for educational equity,* 2011).

California as a whole, and many of its largest districts in particular, is spending more money on education than the public has been led to believe, but rigorous studies on reduced class sizes, graduate degrees for teachers, and enhanced amenities in schools suggest little or no impact on student achievement raw per pupil spending is similar across racial and ethnic groups. The small differences that do exist favor non-White students (cde.ca.gov, 2011).

A review of the literature revealed that spending per pupil is broadly similar across racial and ethnic groups. To the extent that funding differences exist at all, they tend to slightly favor lower-performing groups. Because it is largely a myth, unequal funding for minority students cannot be a valid explanation for racial and ethnic differences in school achievement, and there is little evidence that increasing public spending will close the gaps. The leading proponent of the prevailing view that money doesn't make a difference has been Eric A. Hanushek, now of the Hoover Institution. Dr. Hanushek has conducted a series of influential literature reviews that support the conclusion that increased spending in general, and smaller class size in particular, does not "systematically" lead to improved student achievement (hooverinstitution.org, 2011). Hundreds of research studies have attempted to assess the relationship of spending and

achievement. Dr. Hanushek has found that, in some cases, the relationship is positive, but in others no positive relationship can be discerned, either because the relationship is negative or because it is statistically insignificant (Hanushek, 2008).

Stephen Wheeler, a survey statistician in the U.S. Census Bureau's governments division, calculated that New York spent the most per pupil on K-12 public education in 2007-08 ($17,173), whereas Utah spent the least, $5,765 (Wheeler, 2011). An official statement by the NAACP on education policy reads: “Quality public education for African American and Latino students is persistently threatened as a direct result of inequitable school funding.” These commentators are mistaken on two levels. First, increasing school spending has rarely led to better outcomes. Second, and more fundamentally, based on data from the U.S. Department of Education itself, the assumed funding disparities between racial and ethnic groups *do not exist* (*Six-Point plan for educational equity*, 2011).

Research Question Four

Does CAHSEE tutorial assistance used at both schools help boost students’ test scores?

Analyses completed for research question 4 examined the use of CAHSEE tutorial material’s effect on student achievement. The likert scale applied in the online survey was: 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree*. The frequency of teacher responses on the survey reflected a high frequency of *Strongly Disagree* responses and a low frequency of *Strongly Agree* responses. Fifty-eight percent of all teachers in both districts agreed that CAHSEE tutorial assistance is a mitigating factor in determining high CAHSEE scores, whereas 24% disagreed. Fifty-five

percent of teachers in the ABCUSD concurred that CAHSEE tutorial assistance is important in gaining success on the CAHSEE, and 58% of teachers in the CUSD felt the same, as opposed to 24% and 14%, who felt it is negligible.

Research question 4 was: Do CAHSEE tutorial assistance used at both schools help boost students' test scores? The conclusion was consistent with current data. Remediation and intervening should begin at an early age. There needs to be a clear delineation of accountability, data should inform decision-making with regard to which tutoring works best, and finally, professional development must be designed to implement the strategies that best meet student needs.

Results of the literature review show that 25% of adults in the United States are functionally illiterate, thus making it impossible for them to help their children when reading problems appear (Fuchs, Fuchs, & Thompson, 2001). Therefore, providing the best reading instruction possible for children who are struggling academically remains a major responsibility for educators. Assuming that educators will provide each student with the proper training may be expecting too much. Not every tutoring program or tutoring model fit the learning style of each student (Educational Testing Service, 2011). With Assembly Bill 128, the California Legislature has focused substantial spending on tutoring for students who have reached grade 12 without passing the CAHSEE. Assembly Bill 347, passed into law in October 2007, also funds districts to provide up to two years of educational assistance to those who failed to graduate because of the CAHSEE.

In sum, because all struggling grade 12 students were offered funding using AB 128 funds, whether the spending was effective cannot easily be estimated. But weak

evidence indicates that the Kaplan sessions, the more intensive form of tutoring provided under AB 128, may have done more to boost CAHSEE test scores than the Princeton Review sessions, the less intensive form of tutoring provided by the district. It is difficult to draw general conclusions, but the results hint that the more intensive form of tutoring that focused on content may be more helpful than tutoring focused more heavily on test-taking skills (cde.ca.gov, 2011).

Educators strongly suggest that these 11th-hour interventions are unlikely to yield great success. Academic grade point average (GPA) is the strongest predictor of eventual outcomes on the CAHSEE. However, some nonacademic characteristics such as absences and classroom behavior, as reported on elementary school report cards, are also significantly related to CAHSEE passage (cde.ca.gov, 2011). It is difficult to get parents to understand that they need to look at long-term goals for their children. Parents may even opt out of enrolling their child in available remediation courses because they don't see the significance of the programs. Student attendance and parent involvement are found to be the biggest challenges. Based on the literature, the low expectations teachers see from the kids often come from the parents (cde.ca.gov, 2011).

Research Question Five

Does additional CAHSEE tutorial assistance help increase El students' test scores?

Analyses completed for research question 5 examined the use of CAHSEE tutorial material's effect El students' test scores. The likert scale applied in the online survey was: 5 = *Strongly Agree,* 4 = *Agree,* 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree*. The frequency of teacher responses on the survey reflected a high frequency

of *Strongly Agree* responses and a lower frequency of *Strongly Disagree* responses. Fifty-six percent of teachers in both districts agreed that CAHSEE tutorial assistance for El students is a factor in determining CAHSEE scores, whereas 25% disagreed. Fifty-six percent of teachers in the ABCUSD concurred that CAHSEE tutorial assistance is important in gaining success on the CAHSEE, and 28% of teachers in the CUSD felt the same, as opposed to 22% and 25% who felt it is a non-factor.

Research question 5 was: Does additional CAHSEE tutorial assistance help increase El students' test scores? The conclusion was consistent with current data. El courses in most schools across the state covered the same standards as their general education counterparts (cde.ca.gov, 2010). El standards should be the focus at the lower EL levels, with a movement to the regular standards in higher level El courses. Every effort should be made to move students into the higher El levels as quickly as possible to ensure that students are exposed to the California standards prior to testing. Yet some factors hinder that process, including the lack of time to prepare students to transition to mainstream classes; staffing (not enough tutors); large class sizes (inability to reach all students in need); lack of student preparation upon entering high school, along with challenging issues related to low attendance, motivation, English proficiency, parental support, materials/resources, and trained instructors. Some schools have had to overcome (or still are in process of overcoming) implementing standards-based instruction (cde.ca.gov, 2011).

A review of the literature shows that El teachers try and cover the same content standards but not necessarily at the same level. Students who are English learners are required to take the CAHSEE in grade 10 with all other students; however, the law says

that during their first 24 months in a California school, they are to receive six months of special instruction in reading, writing, and comprehension in English (cde.ca.gov, 2009). Additionally, English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. A student who does not pass the exam in grade 10 will have additional opportunities to pass it. Moreover, the Human Resources Research Organization asserts that there needs to be articulation between elementary, middle-grade feeder, and high schools, emphasizing that students are phased out of El programs too quickly. The research company HumRRo, previously surveyed high school teachers and recorded several types of preparatory activities and remediation efforts that were used in readying students, including El for the CAHSEE, ranging from special programs to specific test-preparation activities. They are listed below:

- An after-school program in place for students with limited abilities and language barriers.
- A summer program for extensive reading and writing.
- Tutors explicitly helping students prepare to pass the CAHSEE.
- Use of prepackaged test preparation materials
- Use of released test questions from CDE and CAHSEE website.
- Use of sources to prepare students in specific areas, such as vocabulary, grammar, and writing strategies.

All activities were distributed by the district and then on in to individual schools. The following responses illustrated the variety of ways that test preparation activities and tutoring could have a positive effect on boosting test scores for all students (HumRRo.org, 2011).

Implications

There are a number of potential sources of error in measurements of teacher effectiveness based on student achievement data. As a large proportion of the teacher workforce reaches retirement age, the state is likely to face major challenges in staffing every classroom with a fully prepared teacher (cctc, 2011). Previous results suggest that this high stakes test has failed to meet legislative objectives to increase achievement and close the achievement gap. Instead, language-minority students with passing scores achieved significantly below White students on a grade-level standards-based assessment. Under prepared teachers are found in disproportionate numbers in low-performing schools and in schools serving large numbers of minority students, poor students, and/or Els (Rice, 2011). Newer, perhaps more effective, teachers are likely to leave the field just when they are learning the ropes, possibly because the under prepared teachers are not distributed evenly throughout the state, and instead are concentrated in certain schools. More than half of public K-12 schools in the state have 5% or less under prepared faculty, but 12%, or 944 schools, have 20% or more inexperienced teachers (cde.ca.gov, 2011). Although schools may be able to absorb the impact of a few under prepared teachers, a concentration of 20% or more may overwhelm administrators, districts, and students, thus impeding the ebb and flow of the educational process. President Barack Obama has addressed such inequalities:

> Our nation's social class inequalities are vast and growing. If we are serious about providing equal educational opportunity for every child, we must address these inequalities. They are not immutable: This time we want to talk about the crumbling schools that are stealing the future of black children and white children and Asian children and Hispanic children and Native American children. This time we want to reject the cynicism that tells us that these kids can't learn; that those kids who don't look like us are somebody else's problem. The children of Americans are not those kids, they are our kids, and we will not let them fall

> behind in a 21st century economy. The reality is inequalities are imposed on children by their home, neighborhood, and peer environment. It is going to cost a lot of money to ameliorate the achievement-depressing social and economic conditions of lower-class children's lives and to improve the public schools they attend. But the costs of allowing another generation of children from lower-income groups to grow up undereducated, unhealthy, and unconnected with our economy or society will be even greater.

Hanushek has acknowledged that "a child could get better teaching and more attention in a small class," but he added:

> The problem is the teachers don't change their behavior very much when you change the class size by a few children. The evidence is very clear that the most important aspect of schools is having an effective teacher. An ineffective teacher is not helped by having a small class. (Hanushek, 2010)

Recommendations

The recommendations from the results of the study are as follows:

1. Employ highly qualified teachers in underperforming schools that rank in the lowest three deciles on the API (*Reference Research Question 1*).
2. Require as part of the settlement of *Williams v. California*, that county superintendents of schools review district assignment policies and practices and the resulting distribution and class assignment patterns of new, underprepared teachers (*Reference Research Question 1*).
3. The greatest potential for school districts to improve student achievement rests in selectively retaining teachers who are most effective during their first years of teaching (*Reference Research Question 1*).
4. Instead of lowering class size a lot for the students who most need it, it's important to go small for some students, but fine to actually go larger for others (*Reference Research Question 2*).

5. Assign the El classroom student/teacher ratio 20 students per class. Consider how these additional funds could be aligned with NCLB supplemental service funds for tutoring students at schools that repeatedly fail to make Adequate Yearly Progress (*Reference Research Question 2* & 5).
6. The federal government promised to cover 40% of the cost of educating disadvantaged students under Title I of the Elementary and Secondary Education Act (ESEA), and has never done so according to newly released financial data from the U.S. Census Bureau. The average $9,863 that California spent per student is based on data from the 2007-08 school year — the latest year for which financial figures are available — and thus does not reflect the dramatic cuts in state spending over the past two years, which have decimated local school districts' budgets (*Reference Research Question* 3).
7. Allow districts increased flexibility in how they spend AB 128 and AB 347 dollars to help to create such funds. Align these additional funds with No Child Left Behind supplemental service funds for tutoring students at schools that repeatedly fail to make Adequate Yearly Progress (*Reference Research Question* 3).
8. Have mandatory after-school class for students struggling to pass the California High School Exit Exam (*Reference Research Question* 4).
9. Consider targeting additional tutoring funds for elementary and middle school students at risk of failing the exam (*Reference Research Question* 4).
10. Test whether the effectiveness of interventions depends on the grade in which the intervention is implemented. Use geographic variation to create true

treatment and control groups. Adopt the most successful interventions statewide (*Reference Research Question* 4).

11. Develop a series of rigorous evaluations of alternative math and ELA interventions targeted at students at risk of failing the CAHSEE (*Reference Research Question* 5).
12. Use quarterly writing rubrics based on CAHSEE rubrics but modify them slightly to meet the goals of each El student level (*Reference Research Question* 5).
13. Finally, it was recommended that the researcher present the results of this study to colleagues and stakeholders in education who are interested in improving the academic success of students on the CAHSEE at seminars and professional developments.

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APPENDICES

APPENDIX A

Letter of Informed Consent

Argosy University, Southern California

Informed Consent Letter

Dear Staff Member,

You have been invited to participate in a study being conducted by Nikita Rose at Argosy University, Southern California to gauge teacher perspectives on the causal factors attributed to student success on the California High School Exit Exam.

What you will do in this study: You will be asked to complete a questionnaire. This involves answering a series of questions. Questions will include details about your own personal views and feelings about causal factors attributed to student success on the exit exam including; class size, experience of teacher, per pupil expenditures, and tutorial study guides.

Time required: The study will take approximately fifteen minutes to complete.

Risks: There are minimal risks for participation in this study. This research study is designed to assess your views on the exit exam.

Benefits:

There are no direct benefits to participants. However, it is hoped that your participation will help researchers learn more about how best to educate students and ensure their success in a global community post high school. At the end of the study, you will receive a full explanation of the study and the potential impact of the results from the study.

Confidentiality:

All information provided will remain confidential and will only be reported as group data with no identifying information. All the information gathered from the study, will be kept in a secure location and only those directly involved with the research will have access to

them. After the research is completed, the information will be destroyed after a period of a year.

Participation and withdrawal:

Your participation in this study is completely voluntary. You may withdraw from the study at any time without penalty and this will not affect your current or future relations with Argosy University, Southern California. You may withdraw by telling the researcher that you no longer wish to participate and the study will be stopped.

Researcher Contact:

If you have any further questions after participating from this study, please contact me at (310) 560 -3730 or nrose@argosy.edu.

Whom to contact about your rights in this experiment:

This study is conducted under the supervision of Dr. Raghu P. Mathur from the Argosy University, Orange County, Department of Education. He can be contacted at (714) 620-3655 or rmathur@argosy.edu or you can contact the Chair of Argosy University, Southern California Institutional Review Board at 601 South Lewis Street, Orange, California, 92868 or (714) 620-3625.

Agreement:

After reading through the purpose and nature of this research study, I understand that I am free to withdraw at any time without any penalty. Completing the Survey or Questionnaire and sending this to the researcher constitutes my consent to voluntarily participate in the research study.

Respectfully,

Nikita Rose

APPENDIX B

Survey Questionnaire

CAHSEE Questionnaire

1.

1. All teachers regardless of classroom experience will produce the same CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

2. CAHSEE is a valid measure of student knowledge.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please Select One	○	○	○	○	○

3. Class size affects CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

4. School finances are a determining factor for successful CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

5. CAHSEE test questions connect well with classroom curriculum.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

6. ELL students enrolled in tutoring have better CAHSEE scores than students who are not.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

7. CAHSEE scores are an appropriate measure of teacher effectiveness.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

8. The higher the expenditure of funds spent per pupil, the higher the CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

9. CAHSEE scores meaningfully measure the knowledge of ELL students.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

10. CAHSEE scores are directly related to teacher experience.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

11. Students taught in smaller classrooms produce higher CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

CAHSEE Questionnaire

12. Money spent on each student directly correlates with CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

13. CAHSEE scores are connected with classroom curriculum.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

14. Tutorial programs directly affect CAHSEE scores of Ell students'.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

15. CAHSEE scores are affected by tutorial programs.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

16. Tutorial programs help increase CAHSEE scores of Ell students.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

17. CAHSEE scores are directly related to teacher experience.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

18. Class size is directly related to CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

19. Per pupil funding affects CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

20. CAHSEE scores determine graduation from high school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

21. CAHSEE scores depend upon instruction by "highly qualified" teachers.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

22. Class size directly affects CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

23. The amount of money a school spends per student affects CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

CAHSEE Questionnaire

24. Tutorial programs help increase CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

25. CAHSEE scores are better when students are taught by "highly qualified" teachers.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

26. CAHSEE scores are not affected by class size.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

27. Both large and small classes have the same effect on CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

28. Tutoring classes have no effect on CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

29. Tutoring class affect CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

30. ELL students enrolled in tutorial programs produce better CAHSEE scores.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please select one	○	○	○	○	○

APPENDIX C

Survey Results

Survey Results – All Teachers in the ABCUSD/CUSD

1. All teachers regardless of classroom experience will produce the same CAHSEE scores.

answered question	**77**
skipped question	**0**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	9.1% (7)	6.5% (5)	13.0% (10)	35.1% (27)	**36.4%** (28)	3.83	77

2. CAHSEE is a valid measure of student knowledge.

answered question	**77**
skipped question	**0**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please Select One	9.1% (7)	**33.8%** (26)	18.2% (14)	26.0% (20)	13.0% (10)	3.00	77

3. Class size affects CAHSEE scores.

answered question	**76**
skipped question	**1**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	26.3% (20)	**42.1%** (32)	11.8% (9)	10.5% (8)	9.2% (7)	2.34	76

4. School finances are a determining factor for successful CAHSEE scores.

answered question	**77**
skipped question	**0**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	14.3% (11)	**35.1%** (27)	16.9% (13)	26.0% (20)	7.8% (6)	2.78	77

5. CAHSEE test questions connect well with classroom curriculum.

answered question	**77**
skipped question	**0**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count

5. CAHSEE test questions connect well with classroom curriculum.

Please select one	11.7% (9)	23.4% (18)	20.8% (16)	**32.5%** (25)	11.7% (9)	3.09	77

6. El students enrolled in tutoring have better CAHSEE scores than students who are not.

answered question 76

skipped question 1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	21.1% (16)	**35.5%** (27)	25.0% (19)	11.8% (9)	6.6% (5)	2.47	76

7. CAHSEE scores are an appropriate measure of teacher effectiveness.

answered question 76

skipped question 1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	13.2% (10)	18.4% (14)	22.4% (17)	**26.3%** (20)	19.7% (15)	3.21	76

8. The higher the expenditure of funds spent per pupil, the higher the CAHSEE scores.

answered question 77

skipped question 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	20.8% (16)	24.7% (19)	15.6% (12)	**33.8%** (26)	5.2% (4)	2.78	77

9. CAHSEE scores meaningfully measure the knowledge of El students.

answered question 76

skipped question 1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	7.9% (6)	22.4% (17)	18.4% (14)	**34.2%** (26)	17.1% (13)	3.30	76

10. CAHSEE scores are directly related to teacher experience.

answered question 74

skipped question 3

10. CAHSEE scores are directly related to teacher experience.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	16.2% (12)	14.9% (11)	18.9% (14)	**37.8%** (28)	12.2% (9)	3.15	74

11. Students taught in smaller classrooms produce higher CAHSEE scores.

answered question	**73**
skipped question	**4**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	23.3% (17)	**34.2%** (25)	23.3% (17)	9.6% (7)	9.6% (7)	2.48	73

12. Money spent on each student directly correlates with CAHSEE scores.

answered question	**75**
skipped question	**2**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	17.3% (13)	25.3% (19)	21.3% (16)	**29.3%** (22)	6.7% (5)	2.83	75

13. CAHSEE scores are connected with classroom curriculum.

answered question	**77**
skipped question	**0**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	13.0% (10)	**33.8%** (26)	19.5% (15)	23.4% (18)	10.4% (8)	2.84	77

14. Tutorial programs directly affect CAHSEE scores of El students'.

answered question	**76**
skipped question	**1**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	22.4% (17)	**36.8%** (28)	21.1% (16)	15.8% (12)	3.9% (3)	2.42	76

15. CAHSEE scores are affected by tutorial programs.

answered question	**77**
skipped question	**0**

15. CAHSEE scores are affected by tutorial programs.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	16.9% (13)	**45.5%** (35)	22.1% (17)	6.5% (5)	9.1% (7)	2.45	77

16. Tutorial programs help increase CAHSEE scores of El students.

answered question	**76**
skipped question	**1**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	22.4% (17)	**47.4%** (36)	17.1% (13)	9.2% (7)	3.9% (3)	2.25	76

17. Teacher experience is directly related to CAHSEE scores.

answered question	**75**
skipped question	**2**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	12.0% (9)	22.7% (17)	14.7% (11)	**37.3%** (28)	13.3% (10)	3.17	75

18. Class size is directly related to CAHSEE scores.

answered question	**76**
skipped question	**1**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	17.1% (13)	**42.1%** (32)	15.8% (12)	19.7% (15)	5.3% (4)	2.54	76

19. Per pupil funding affects CAHSEE scores.

answered question	**75**
skipped question	**2**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	14.7% (11)	**30.7%** (23)	20.0% (15)	22.7% (17)	12.0% (9)	2.87	75

20. CAHSEE scores determine graduation from high school.

answered question	**76**
skipped question	**1**

20. CAHSEE scores determine graduation from high school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	**38.2%** (29)	28.9% (22)	14.5% (11)	11.8% (9)	6.6% (5)	2.20	76

21. CAHSEE scores depend upon instruction by "highly qualified" teachers.

answered question	**76**
skipped question	**1**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	15.8% (12)	**34.2%** (26)	14.5% (11)	21.1% (16)	14.5% (11)	2.84	76

22. Class size directly affects CAHSEE scores.

answered question	**76**
skipped question	**1**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	19.7% (15)	**42.1%** (32)	14.5% (11)	18.4% (14)	5.3% (4)	2.47	76

23. The amount of money a school spends per student affects CAHSEE scores.

answered question	**76**
skipped question	**1**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	11.8% (9)	**34.2%** (26)	21.1% (16)	22.4% (17)	10.5% (8)	2.86	76

24. Tutorial programs help increase CAHSEE scores.

answered question	**75**
skipped question	**2**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
Please select one	24.0% (18)	**48.0%** (36)	16.0% (12)	8.0% (6)	4.0% (3)	2.20	75

25. CAHSEE scores are better when students are taught by "highly qualified" teachers.

answered question	**75**

25. CAHSEE scores are better when students are taught by "highly qualified" teachers.

			skipped question			**2**
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Rating Average**	**Response Count**
Please select one	17.3% (13)	**34.7%** (26)	21.3% (16)	17.3% (13)	9.3% (7)	2.67	75

26. CAHSEE scores are not affected by class size.

			answered question			**73**
			skipped question			**4**
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Rating Average**	**Response Count**
Please select one	8.2% (6)	17.8% (13)	16.4% (12)	**42.5%** (31)	15.1% (11)	3.38	73

27. Both large and small classes have the same effect on CAHSEE scores.

			answered question			**76**
			skipped question			**1**
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Rating Average**	**Response Count**
Please select one	3.9% (3)	17.1% (13)	18.4% (14)	**38.2%** (29)	22.4% (17)	3.58	76

28. Tutoring classes have no effect on CAHSEE scores.

			answered question			**75**
			skipped question			**2**
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Rating Average**	**Response Count**
Please select one	14.7% (11)	9.3% (7)	18.7% (14)	**37.3%** (28)	20.0% (15)	3.39	75

29. Tutoring class affect CAHSEE scores.

			answered question			**76**
			skipped question			**1**
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Rating Average**	**Response Count**
Please select one	26.3% (20)	**40.8%** (31)	19.7% (15)	5.3% (4)	7.9% (6)	2.28	76

30. El students enrolled in tutorial programs produce better CAHSEE scores.

30. El students enrolled in tutorial programs produce better CAHSEE scores.

			answered question				**76**
			skipped question				**1**
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Rating Average**	**Response Count**
Please select one	26.3% (20)	**38.2%** (29)	19.7% (15)	10.5% (8)	5.3% (4)	2.30	76

ELA 10th grade students 2010 **ELA EL STUDENTS 2010**

66% passed (CUSD) 86% passed (ABCUSD) 41% passed (CUSD) 49% passed (ABCUSD)

MATH 10TH grade students 2010 **MATH El students 2010**

62% passed (CUSD) 89% passed (ABCUSD) 44% passed (CUSD) 47% passed (ABCUSD)

ELA 10th grade students 2011 **ELA El STUDENTS 2011**

67% (CUSD) 88% (ABCUSD) 36% (CUSD) 52% (ABCUSD)

MATH 10th grade students 2011 **MATH El STUDENTS 2011**

66% CUSD 87% ABCUSD 43%CUSD 58% ABCUSD

APPENDIX D

CAHSEE English Language Arts Scores CUSD/ABCUSD

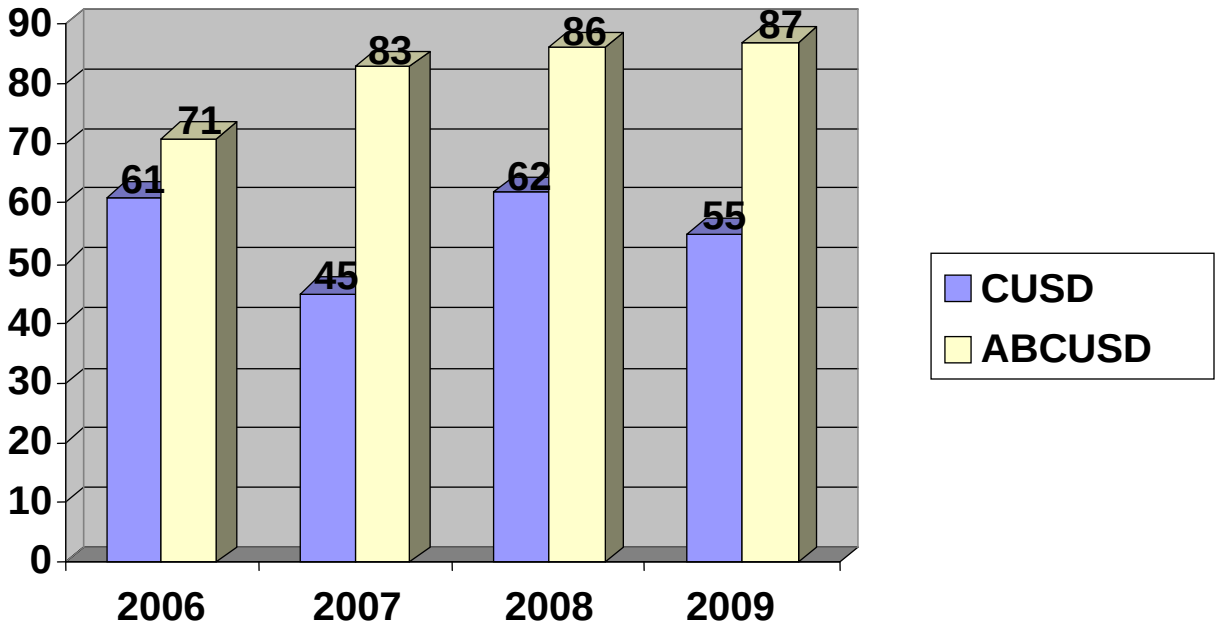

Figure A1. CAHSEE English language arts CUSD and ABCUSD (2006-2009)*

* Numbers (Values) represent the percent passed

APPENDIX E

CAHSEE Math Scores CUSD/ABCUSD

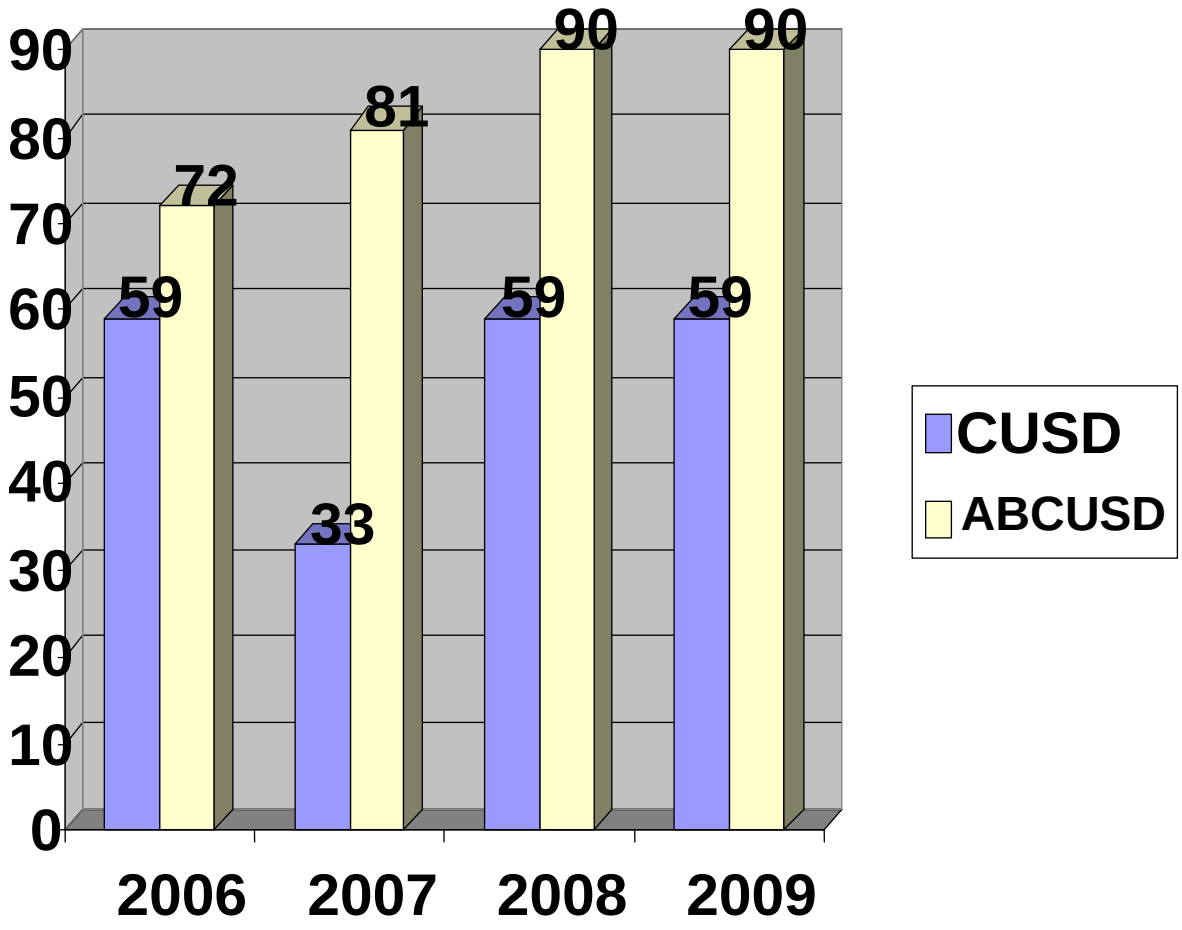

Figure A2: CAHSEE mathematics CUSD and ABCUSD (2006-2009)*

APPENDIX F

CAHSEE Scores 10th-Grade ELA

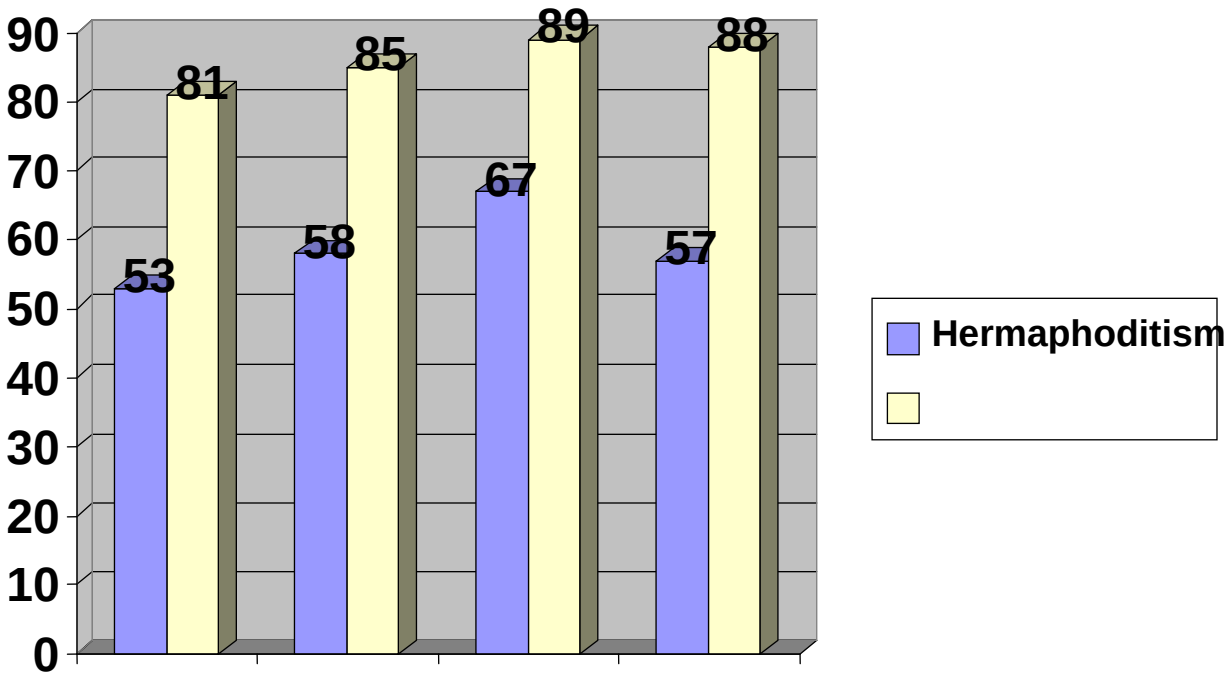

Figure A3. CAHSEE 10th grade ELA CUSD and ABCUSD (2006-2009)*

APPENDIX G

CAHSEE Scores 10th-Grade Math

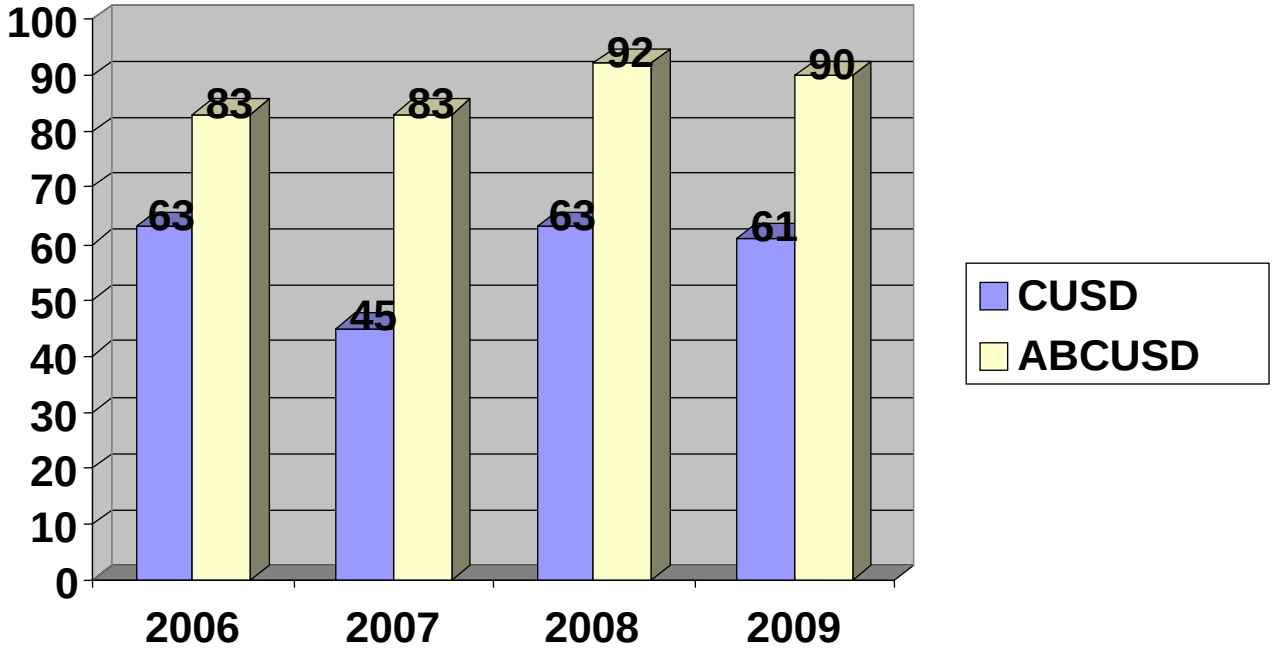

Figure A4. CAHSEE 10th-grade math CUSD and ABCUSD (2006-2009)*

APPENDIX H

CAHSEE Scores EL ELA

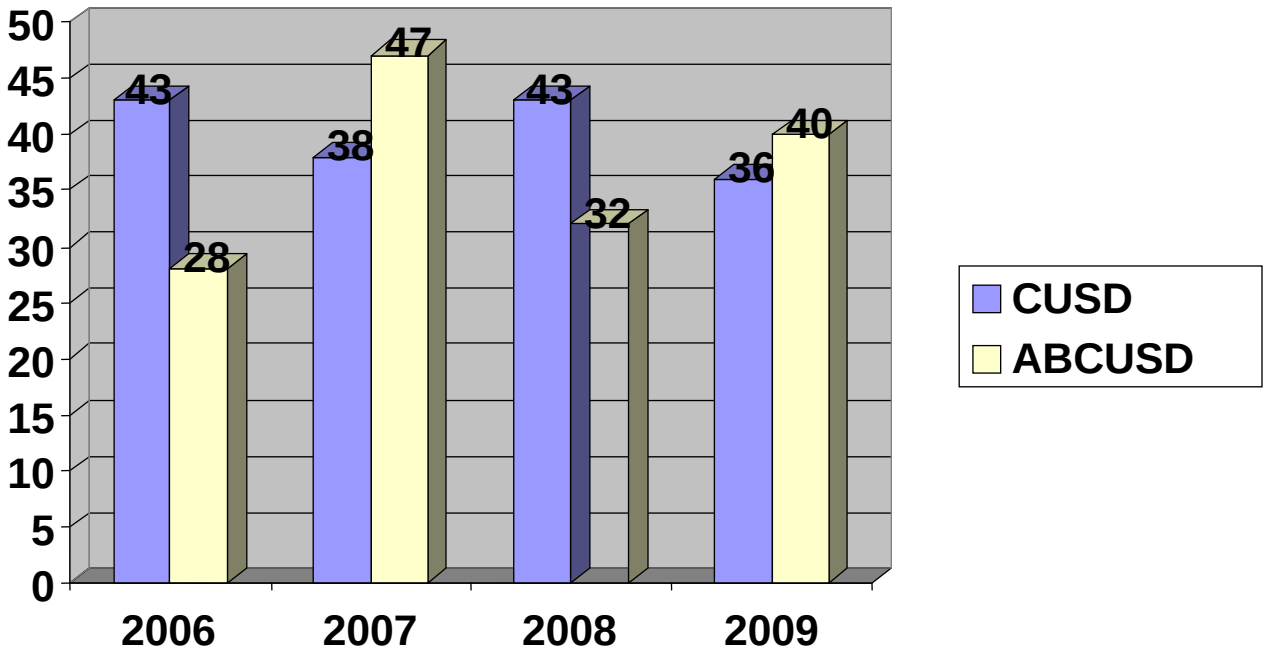

Figure A5. CAHSEE ELL ELA CUSD and ABCUSD (2006-2009)*

APPENDIX I

CAHSEE Scores El Math

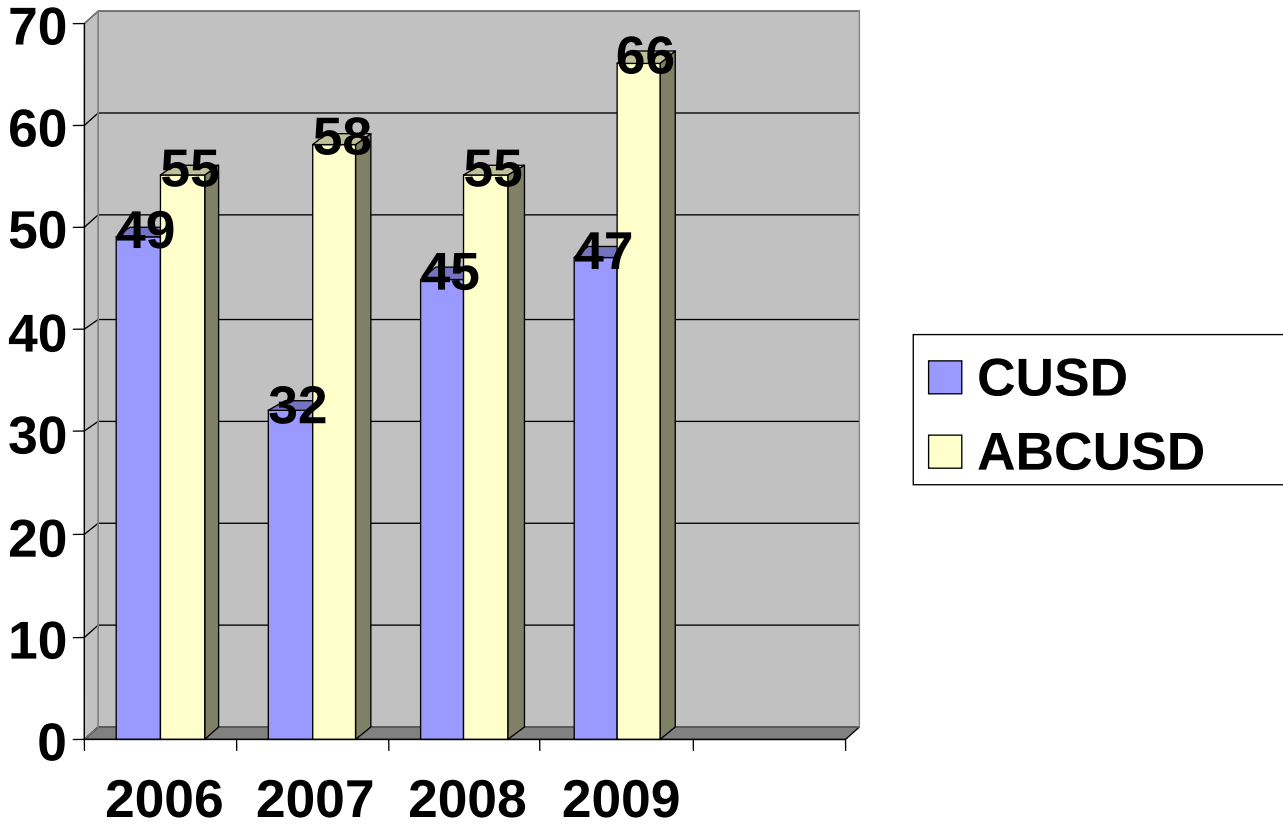

Figure A6. CAHSEE El math CUSD and ABCUSD (2006-2009)*

APPENDIX J

API Scores ABCUSB and API Scores CUSD

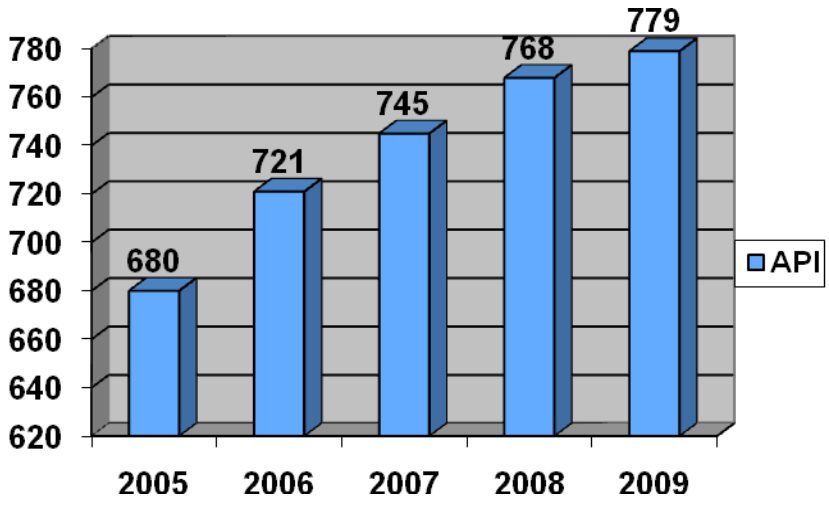

Figure A7. ABCUSD High School API scores from 2005-2011

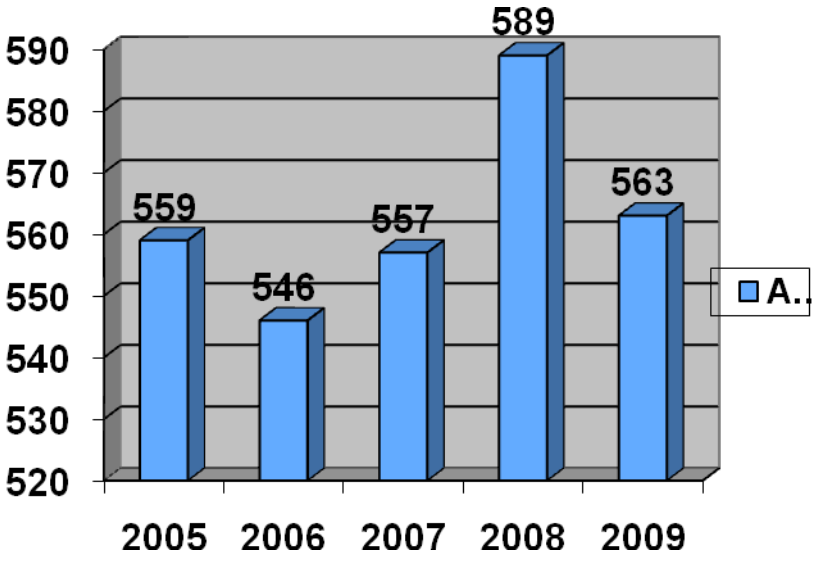

Figure A8. CUSD API from 2005-2011

APPENDIX K

Consent Letter to Administrator ABCUSD

To: ABCUSD

From: Nikita A. Rose – A Doctoral Candidate at Argosy University/Orange California

Subject: Participation in Doctorial Research Project

Date: September 7, 2010

Dear ABCUSD:

In an effort to meet the needs of the diverse population of students enrolled in the California public school system, it is imperative that educators clearly identify how best to educate those students and ensure their success in a global community post high school.

I am currently enrolled in a doctoral program at Argosy University in Orange, California. I am requesting your permission to allow staff members to participate in a brief survey as a requisite of the dissertation process.

My study is intended to further the knowledge base of causal factors which are directly attributed to a student's success on the CAHSEE and determine why some students fare better than others on the exam. The instructors, the students, and the institution that will participate in this study will remain anonymous.

I sincerely appreciate your consideration in advance. Please contact me should you have any questions or concerns regarding the study and reply back in the form of a letter or electronically with your decision at the address listed below.

Respectfully Submitted,

Nikita A. Rose

P.O. Box 4343
Lakewood, Ca 90715

(310) 639 – 4321 x 68204 Classroom

(310) 560 – 3730 Cell Phone

nrose@compton.k12.ca.us

APPENDIX L

Consent Letter to Administrator CUSD

To: The Compton Unified School District

From: Nikita A. Rose – A Doctoral Candidate at Argosy University/Orange California

Subject: Participation in Doctoral Research Project

Date: February 10, 2011

Dear District Administrator:

In an effort to meet the needs of the diverse population of students enrolled in the California public school system, it is imperative that educators clearly identify how best to educate those students and ensure their success in a global community post high school.

I am currently enrolled in a doctoral program at Argosy University in Orange, California. I am requesting your permission to allow staff members to participate in a brief survey as a requisite of the dissertation process.

My study is intended to further the knowledge base of causal factors which are directly attributed to a student's success on the CAHSEE and determine why some students fare better than others on the exam. The instructors, the students, and the institution that will participate in this study will remain anonymous.

I sincerely appreciate your consideration in advance. Please contact me should you have any questions or concerns regarding the study and reply back in the form of a letter or electronically with your decision at the address listed below.

Respectfully Submitted,

Nikita A. Rose

P.O. Box 4343
Lakewood, Ca 90715

(310) 639 – 4321 x 68204 Classroom

(310) 560 – 3730 Cell Phone

nrose@compton.k12.ca.us

APPENDIX M

Response from Administrator – CUSD

Dominguez High School
15301 San Jose Ave
Compton, CA 90221
(562) 630-0142

To: Nikita Rose, Teacher
From: Rigoberto Roman, Principal

Re: Permission to Distribute Staff Questionnaire

Date: December 14, 2010

Good Afternoon Ms. Rose:

I am submitting my response to your request to distribute a questionnaire/surv the school staff regarding the CAHSEE as a part of the dissertation process. You are granted permission to conduct the survey during a regularly scheduled meeting. Pleas contact the school secretary in writing as to which date(s) you will present the survey any other necessary arrangements you may require. Best of luck to you in your educa endeavors.

Respectfully,

Mr. R. Roman

APPENDIX N

Response from Administrator ABCUSD

ABC Unified School District

16700 Norwalk Boulevard, Cerritos, CA 90703 (562) 926-5566

BOARD OF EDUCATION
Olympia Chen • [illegible] Sang
Maynard Law • Mark Pulido
Armando Reyes • Celia Spence • Sophia Tse

Superintendent
Dr. Gary Smuts

To: Nikita Rose, Teacher
From: Gina Zietlow, Principal

Re: Permission to Distribute Staff Questionnaire

Date: January 12, 2011

I am submitting a response to your request to distribute a questionnaire/survey to the school staff regarding the CAHSEE as a part of the dissertation process. You are granted permission to conduct the survey during a regularly scheduled meeting. Please contact me in writing as to which date(s) you will present the survey and any other necessary arrangements you may require. Best of luck to you in your educational endeavors.

Gahr High School
11111 Artesia Blvd., Cerritos, CA 90703 • (562) 926-5566 • Fax (562) 924-8136