High School and Physical Fitness Assessment Office

CAHSEE, GED, and CHSPE Program Updates

Sacramento – September 27, 2011
Ontario – October 4, 2011
<table>
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<tr>
<th>Test</th>
<th>Eligibility Requirements</th>
<th>What is assessed</th>
<th>When test administered</th>
<th>Outcome</th>
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<tr>
<td>California High School Exit Examination</td>
<td>Must be working to attain a high school (HS) diploma and be enrolled in a California (CA) public school in grade 10, 11, or 12 or must be enrolled in an adult school operated by a school district.</td>
<td>English-language arts (ELA) and mathematics</td>
<td>Jul., Oct., Nov., Dec., Feb., Mar, and May</td>
<td>Must pass both ELA and mathematics portions of the CAHSEE as part of the CA HS graduation requirements (i.e., receive HS diploma)</td>
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<td>California High School Proficiency Examination</td>
<td>Must be at least 16 years of age, have completed one year of enrollment in grade ten, or will complete one year of enrollment in grade ten at the end of the semester during which the next regular administration will be conducted.</td>
<td>Reading, language, and mathematics</td>
<td>Spring, fall, and summer</td>
<td>Earn a legal equivalent of a CA HS diploma</td>
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<tr>
<td>General Educational Development (GED)</td>
<td>Must be a CA resident or a member of the armed forces assigned to CA and meet any one of four the following criteria:</td>
<td>The GED Test battery is comprised of five content area assessments:</td>
<td>On-going test administration</td>
<td>A CA HS Equivalency Certificate and an Official Score Report</td>
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<td></td>
<td>1) Must be 18 years of age or older or within 60 days of 18th birthday (regardless of school enrollment status).</td>
<td>- Language Arts, Reading</td>
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<td>2) Must be within 60 days of graduation from HS if remained in school and followed the usual course of study. May not be enrolled in school.</td>
<td>- Language Arts, Writing</td>
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<td>3) Must be 17 years of age, has been out of school for at least 60 consecutive school days, and provides a letter of request for the test from the military, a post-secondary institution, or a prospective employer.</td>
<td>- Mathematics</td>
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<td>4) Must be 17 years of age, is incarcerated in a CA state or county correctional facility, and meets four additional criteria.</td>
<td>- Science</td>
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<td>- Social Studies</td>
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CAHSEE Presentation Overview

• Update on the CAHSEE Alternative Means for Eligible Students with Disabilities (SWDs)

• Post-High School Outcomes (PHO) Study

• Additional Resources
CAHSEE Data Corrections for 2010–11

- Deadline for 2010–11 final demographic data corrections is October 7, 2011
- Local educational agencies (LEAs) are not charged to make these corrections
- Make student demographic corrections through the Educational Testing Service (ETS) CAHSEE Online Web page at [https://cahsee.ets.org](https://cahsee.ets.org) (Outside Source)
CAHSEE Exemption

- Enacted through the 2009–10 Budget Act and established in California Education Code Section 60852.3

- Effective until implementation of alternative means (July 1, 2012)

- Eligible SWDs are exempt from meeting the CAHSEE requirement as a condition of high school graduation
Alternative Means to the California High School Exit Examination for Eligible Students with Disabilities: Flow Chart

Individualized Education Program (IEP)–Section 504 plan team identifies eligible SWDs

Eligibility Requirements
- Has not passed English-language arts (ELA) and/or mathematics portion(s) of the CAHSEE
- Has or will satisfy all other state and local graduation requirements
- Has an IEP or Section 504 plan
- Attempted the CAHSEE twice after grade ten, including once in grade twelve with accommodations and/or modifications specified in IEP or Section 504 plan

Tier I Criteria
Student’s California Standards Test (CST) and/or California Modified Assessment (CMA) ELA and/or mathematics scale scores are equivalent to a passing score on the CAHSEE

Tier II Criteria
Student’s evidence includes standardized work samples that demonstrate the same level of academic achievement required for passage of the CAHSEE

Tier I Criteria
Student met Tier I criteria?
- Yes
  - Satisfied CAHSEE Requirement
- No
  - CAHSEE scale score less than 350 for either ELA or mathematics portion

Student enters Tier II

Tier II Criteria
Student met Tier II criteria?
- Yes
  - Satisfied CAHSEE Requirement
- No
  - Student may resubmit or appeal to state (operational only)
Alternative Means Key Dates

- **July 2009** – Budget Act established an exemption for eligible SWDs

- **November 2009** – Assembly Bill (AB) 2040 panel presented recommendations on alternative means to the State Board of Education (SBE)

- **May 2010** – American Institutes for Research (AIR) presented findings and recommendations from their study conducted in response to the Kidd (Chapman) settlement agreement
Alternative Means Key Dates (Cont.)

• **July 2010** – Human Resources Research Organization (HumRRO) presented the SBE with their analysis of the AB 2040 panel recommendations and the California Department of Education (CDE) recommended the approval of a pilot study of the two-tiered alternative means process.

• **August-December 2010** – The CDE performed statistical analyses and worked with the Advisory Commission on Special Education to develop recommendations on the pilot study.
Alternative Means Key Dates (Cont.)

• **March 2011** – The SBE approved the pilot study; contractor engaged to perform the study

• **March-November 2011** – Conduct pilot study, evaluate submissions, hold focus groups, prepare draft report and recommendations
Status of the Alternative Means Pilot Study

• The pilot study was conducted to evaluate the proposed alternative means prior to statewide implementation.

• The results of the pilot study will be reported to the SBE at their November 2011 meeting.

• The following six slides will provide an overview of the alternative means pilot study.
Purpose

• Determine feasibility of using California Standards Test (CST), and when available California Modified Assessment (CMA) scores, as alternative scores establishing equivalency to the CAHSEE for eligible SWDs

• Three equating/linking methodologies were used to establish linkages between CST and CAHSEE scores:
  – Equipercentile equating
  – Empirical regression
  – Common student equating
Tier I screening criteria

- Eligible SWDs must achieve a scale score of 300 on the CST for ELA, grade ten and a scale score of 269 on the CST for Algebra I to meet the CAHSEE requirement (SBE adopted scores)

- Additional analyses have been performed on the CMA for ELA, grade ten and Algebra I; proposed alternative scale scores will be recommended to the SBE in November 2011

- Eligible SWDs not meeting the Tier I requirement advance to Tier II (evaluation of evidence)
Alternative Means Pilot Study Tier II

Purpose

• Determine feasibility of using a collection of evidence as an alternative means to the CAHSEE for eligible SWDs

Student eligibility criteria

• Current grade eleven and twelve general education students and SWDs who attempted the CAHSEE and passed or didn’t pass one or both portions

• Local verification that the student has satisfied or will satisfy all other state and local requirements for high school graduation

• Most recent CAHSEE scale score (for general education students) ranging between 325 and 375
Alternative Means Pilot Study Tier II (Cont.)

Types of Work Sample Formats

• On-demand writing prompt
• On-demand classroom performance task
• Classroom-prepared task
• Computer presentation
• Audio/visual presentation
Requirements for Work Sample Submissions

- Each student completes three work samples in one of five formats
- At least one work sample must be “on-demand”
Alternative Means
Next Steps

• **November 2011**
  – Report pilot study findings and recommendations for statewide alternative means to the SBE

• **July 1, 2012**
  – Anticipated date of implementation of alternative means to the CAHSEE for eligible SWDs
Post-High School Outcomes (PHO) Study

Purpose

• HumRRO will conduct a study to examine how students who graduated with differing levels of success on the CAHSEE are doing post high school
PHO Study: Data

• Predictor Data
  – CAHSEE scores
  – CST scores

• Outcome data from participating LEAs
  – Senior surveys
  – Short-term follow-up data
  – Long-term follow-up data

• Study examines educational, military, and employment outcomes
PHO Study: Timeline

- **March 2011** – Workshop to reach common agreement among LEAs
- **Summer-Fall 2011** – Collect data
- **Winter-Spring 2011** – Analyze data
- **Summer 2012** – Workshop to review data and collaborate on findings and recommendations
- **Fall 2012** – Final report
PHO Study: More Information

CAHSEE Internet Resources

CDE CAHSEE Web page at http://www.cde.ca.gov/ta/tg/hs/

- Questions and Answers about the CAHSEE
  http://www.cde.ca.gov/ta/tg/hs/faq.asp

- CAHSEE Notes, Legal Updates, and Memorandums
  http://www.cde.ca.gov/ta/tg/hs/updates.asp

- Exam Blueprints, Released Test Questions, Study Guides,
  Teacher Guides, Assistance Packets for LEAs, Technical
  Reports
  http://www.cde.ca.gov/ta/tg/hs/resources.asp

- Exam Administration Dates and Guidelines, Regulations,
  Intensive Instruction Funding, and Apportionment Process
  http://www.cde.ca.gov/ta/tg/hs/admin.asp

- Request for Test Variations, Test Matrices, Scribe and Sign
  Language Guidelines, and Questions and Answers Regarding
  Test Variations
  http://www.cde.ca.gov/ta/tg/hs/accmod.asp
CAHSEE Contact Information

Policy and General Information

High School and Physical Fitness Assessment Office
916-445-9449
cahsee@cde.ca.gov

Test Material Ordering and Logistics

ETS CAHSEE Support
800-244-5687
cahsee-support@ets.org
GED Presentation Overview

• Highlights of the 21\textsuperscript{st} Century Initiative
• GED Test Series
• Next Generation Assessment
• Computer-based Testing (CBT)
  – Phase 1
  – Phase 2
Facilitate pathways to achieve career- and college-readiness (CCR) and increase post-secondary education (PSE) attainment and career success by:

- Facilitating the development of a robust system of learning pathways to support GED test candidates;
- Developing a test that certifies CCR in addition to a high school credential; and
- Connecting GED test-takers with resources to enable their transition into career and college.
The GED Testing Service® (GEDTS) projects that the 2002 test series will remain in place until 2014.

- Assessment and development goals for the GEDTS this year include:
  - Determining content standards
  - Developing assessment targets
  - Drafting cut-score descriptors
  - Beginning item development
  - Drafting comprehensive research agenda
The Next-Generation Assessment

Purpose

1. Provide a high school equivalency credential

2. Provide evidence of readiness to enter workforce training programs or post-secondary education

3. Provide information about a candidate’s strengths and areas of developmental need
Philosophy of the GEDTS

• There is a foundational core of academic skills and content knowledge required for entry into:
  – a job
  – a training program
  – an entry-level, credit-bearing post-secondary course

• The foundational core is defined by CCR standards

• The new GED assessment will assess four areas:
  1. Literacy
  2. Mathematics
  3. Science
  4. Social Studies
The Next-Generation Assessment (Cont.)

Goals

- Align to the common core standards and developed to certify high school equivalency as well as college and career-readiness
- Are evidence-based
- Reflect the skills and knowledge most predictive of success in work and post-secondary education
- Are designed to measure deep understanding of core skills needed for a wide variety of pathways
CBT

The CBT project is part of the GED 21st Century Initiative, which strives to create a comprehensive GED program that prepares adults for careers, training, and post-secondary education.

• Allows greater access to the GED test

• Assesses the same content as the paper-based test (PBT) and uses the same passing standards and scoring requirements
Phase 1

• Usability and Comparability Study to learn more about GED test-takers and their interaction with the computer-based GED test.

• Determines whether the CBT scores are comparable to the PBT scores in measuring a test-taker’s knowledge, skills, and abilities.
CBT (Cont.)

Phase 2

- Allows candidates to take the GED test in a computer-based format in addition to the paper-pencil format.

- Progresses in a staged manner involving a small number of states at one time.

- California is part of the first group of states to begin implementing CBT.
Test Center Network Approach

The GED Testing Center Goals:

- Increase testing access throughout California by utilizing the approved Pearson VUE academic channel/test center network.

- Offer opportunity for current paper-based GED test centers to become a Pearson VUE authorized Test Center (PVTC).
Test Center Network Approach (Cont.)

Full CBT Migration
Immediate transition to CBT; no PBT

Dual Program
Gradual transition to CBT; offers both CBT and PBT

Both Approaches:
• Convert GED test centers to PVTCs
• Begin GED testing at approved PVTCs
GED testing centers must meet the technical and facility requirements.

CBT implementation challenges:

- Policies and procedures vary between states and testing centers
- Financial model
- Scoring process

Timeline to implement the CBT:

- The GEDTS anticipates that all states will transition to the CBT by 2014
GED Annual State Conference

Bridging to the 21st Century: Implications for GED

October 27 and 28, 2011
Sacramento, California

Additional information about the conference is available on the CDE GED Web page at http://www.cde.ca.gov/ta/tg/gd/2011gedconinfo.asp
GED Contact Information

Policy and General Information

High School and Physical Fitness Assessment Office
916-445-9438
GEDoffic@cde.ca.gov
California High School Proficiency Examination (CHSPE) Presentation Overview

- Eligibility Requirements
- Administration
- Contact Information
Eligibility

Must be at least 16 years of age, have completed one year of enrollment in grade ten, or will complete one year of enrollment in grade ten at the end of the semester during which the next regular administration will be conducted.
Administration

• Consists of two test sections: ELA and mathematics

• Contains multiple choice questions (48 for language, 54 for reading comprehension, 30 for vocabulary, and 50 for mathematics) plus one persuasive essay

• Offered three time per year

• Requires a $110 registration fee

• Awarded a Certificate of Proficiency
CHSPE Contact Information

Policy and General Information

High School and Physical Fitness Assessment Office
916-445-9449
chspe@cde.ca.gov

Testing Responsibilities, Duplicate Certificates and Transcripts, Training Materials, and Testing Logistics

Sacramento County Office of Education
866-342-4773
chspe@scoe.net

http://www.chspe.net/ (Outside Source)