September 19, 2014

TO: Jon R. Gundry, County Superintendent of Schools

FROM: Dan Mason, Research Analyst, Assessment and Accountability
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SUBJECT: September 19, 2014 CAHSEE Release

On September 19, 2014, the California Department of Education (CDE) released the 2013-14 California High School Exit Exam (CAHSEE) results to the public. As a part of the Public Schools Accountability Act (PSAA, 1999), for California students to be eligible to graduate with a high school diploma, passing the CAHSEE English-Language Arts (ELA) and Mathematics examinations became a requirement for the class of 2006 and subsequent classes.

Students have one opportunity to take the exam for the first time in February, March or May of their sophomore year. If students fail either or both CAHSEE subject tests the first time, they have two opportunities in their junior year and up to five opportunities in their senior year to complete the CAHSEE requirement. This report documents the passing rate of grade 10 students in the Class of 2016.

Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2014 CAHSEE data for your review. This report compares the passing rates of grade 10 students from Santa Clara County (SCC) with the passing rates of California (CA) grade 10 students across eight subgroups, examines the achievement gap and details the trends in the past ten years of data.

Key Findings:
1) SCC compared to CA:
    a. From 2005 to 2014, SCC grade 10 students as a whole have consistently outperformed grade 10 students statewide on both the ELA and Mathematics portions of the CAHSEE; though the differences in performance have lessened (Figures 1 and 2).
    b. In 2014, three of the SCC grade 10 subgroups were outperformed by their CA equivalents on the ELA and Mathematics portions of the CAHSEE. SCC Hispanic/Latino, Filipino and Economically Disadvantaged students were outperformed by their CA counterparts on both the ELA and Math portions. SCC and CA English Learner results were the same on the ELA portion (Figures 3 and 4).
2) In SCC, the grade 10 Asian and White subgroups are performing at or near the ceiling of performance for both portions of the CAHSEE. In 2014, SCC Asian grade 10 students passed the

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ELA portion of the CAHSEE at a rate of 95% and the Mathematics portion of the CAHSEE at a rate of 98%. Among SCC White grade 10 students, the passage rates were 95% for the ELA portion and 96% for the Math portion (Figures 3, 4, 5 and 6).

3) CAHSEE ELA results for SCC:
   a. With the grade 10 Asian subgroup's passing rate increasing to 95% and the grade 10 Hispanic/Latino subgroup's rate decreasing to 74%, the achievement gap between the two subgroups increased by two percentage points (from a 19-point gap in 2013 to a 21-point gap in 2014).   The grade 10 African American subgroup's passing rate increased by five percentage points, meaning that the achievement gap between African American and Asian students decreased by four percentage points, from a 18-point gap in 2013 to a 14-point gap in 2014 (Figure 5).
   b. Over the past nine years on the ELA portion of the CAHSEE, Hispanic/Latino grade 10 students have shown the greatest improvement of the race/ethnicity subgroups in their passing rates, increasing 10 percentage points, from 64% passing in 2005 to 74% passing in 2014 (Figure 5).

4) CAHSEE Mathematics results for SCC:
   a. Because the grade 10 Hispanic/Latino subgroup's passing rate remained at 77% and the grade 10 Asian subgroup's rate held steady at 98%, the achievement gap between these two groups remained at 21-points. The achievement gap between Asian and African American students decreased by 3 percentage points to 15-points (Figure 6).
   b. Of the race/ethnicity subgroups, the Hispanic/Latino and African American grade 10 students demonstrated the greatest improvements in their passing rates on the Mathematics portion of the CAHSEE over the last nine years. The passing rate among Hispanic/Latino students increased by 15 percentage points (from 62% to 77%) and the pass rate among African American students rose 14 percentage points (from 69% to 83%). (Figure 6).

Figure 1

2005 to 2014 CAHSEE English-Language Arts
Grade 10 Students: Percent Passed
Santa Clara County vs. California

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
SCC	82	83	82	84	83	85	86	87	86	86
CA	76	77	77	79	79	81	82	83	83	83
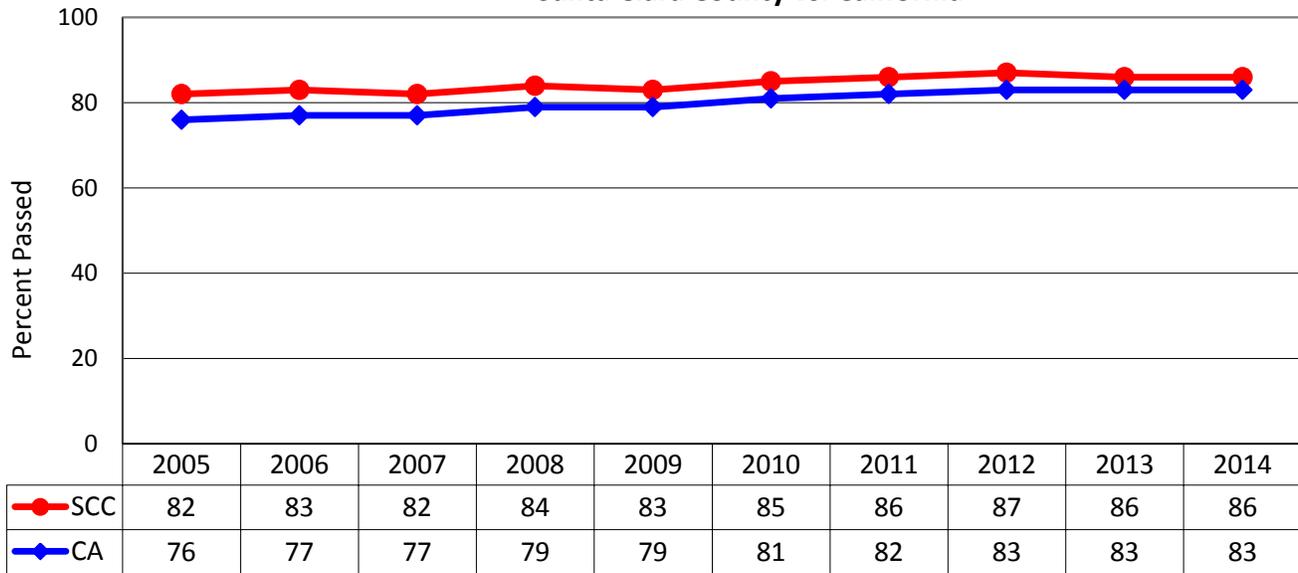
Figure 2

2005 to 2014 CAHSEE Mathematics
Grade 10 Students: Percent Passed
Santa Clara County vs. California

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
SCC	82	83	84	85	86	86	88	88	89	89
CA	74	76	76	78	80	81	83	84	84	85
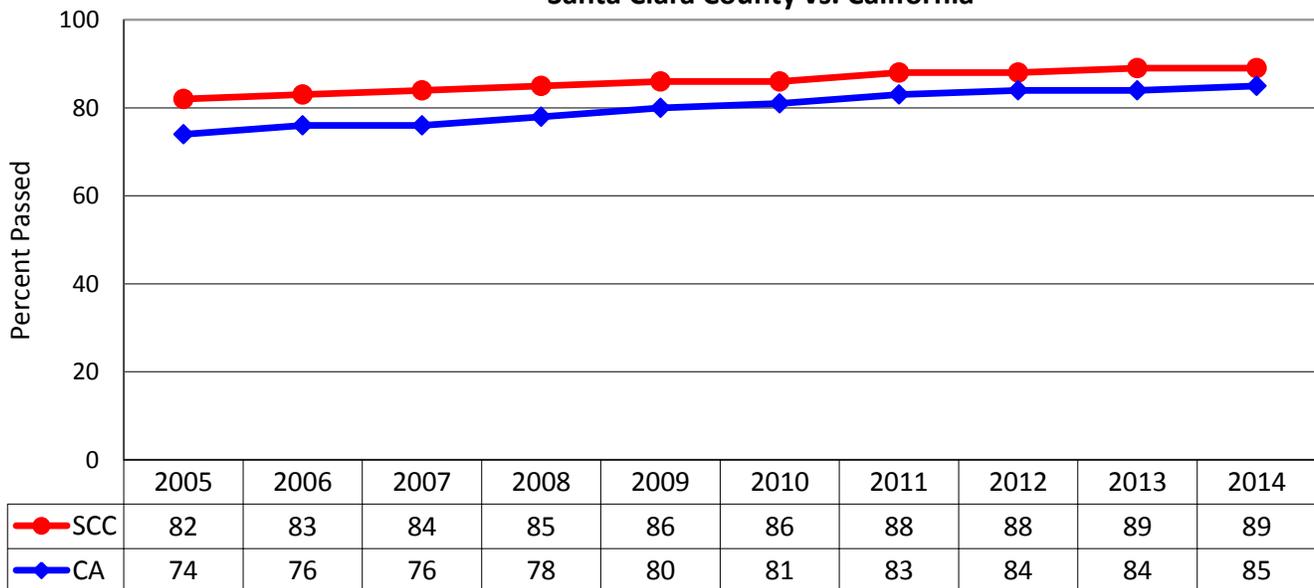
Figure 3

2014 CAHSEE English-Language Arts
Grade 10 Students: Percent Passed by Subgroup
Santa Clara County vs. California

	Asian	White	Filipino	African American	Hispanic or Latino	Econ. Disadvan.	Special Education	English Learner
■ SCC	95	95	88	81	74	74	47	38
□ CA	91	92	92	73	78	77	39	38
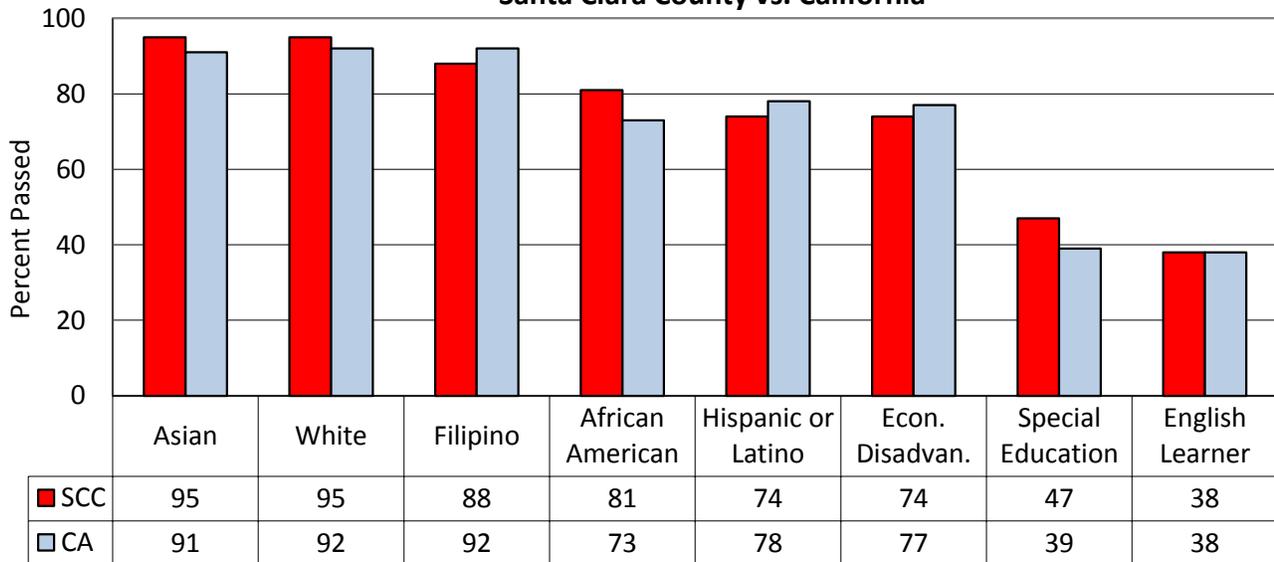
Figure 4

2014 CAHSEE Mathematics
Grade 10 Students: Percent Passed by Subgroup
Santa Clara County vs. California

|	Asian	White	Filipino	African American	Econ. Disadvan.	Hispanic or Latino	English Learner	Special Education
■ SCC	98	96	93	83	79	77	57	52
□ CA	97	92	94	72	80	80	54	42
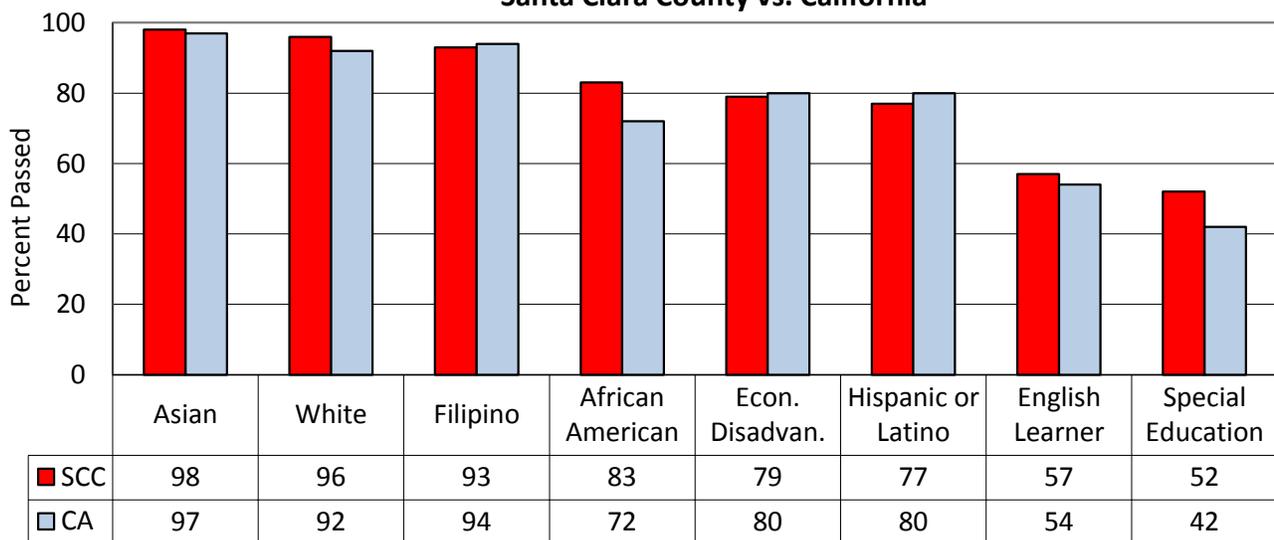
Figure 5

2005 to 2014 CAHSEE English-Language Arts
Grade 10 Students: Percent Passed by Selected Subgroups
Santa Clara County
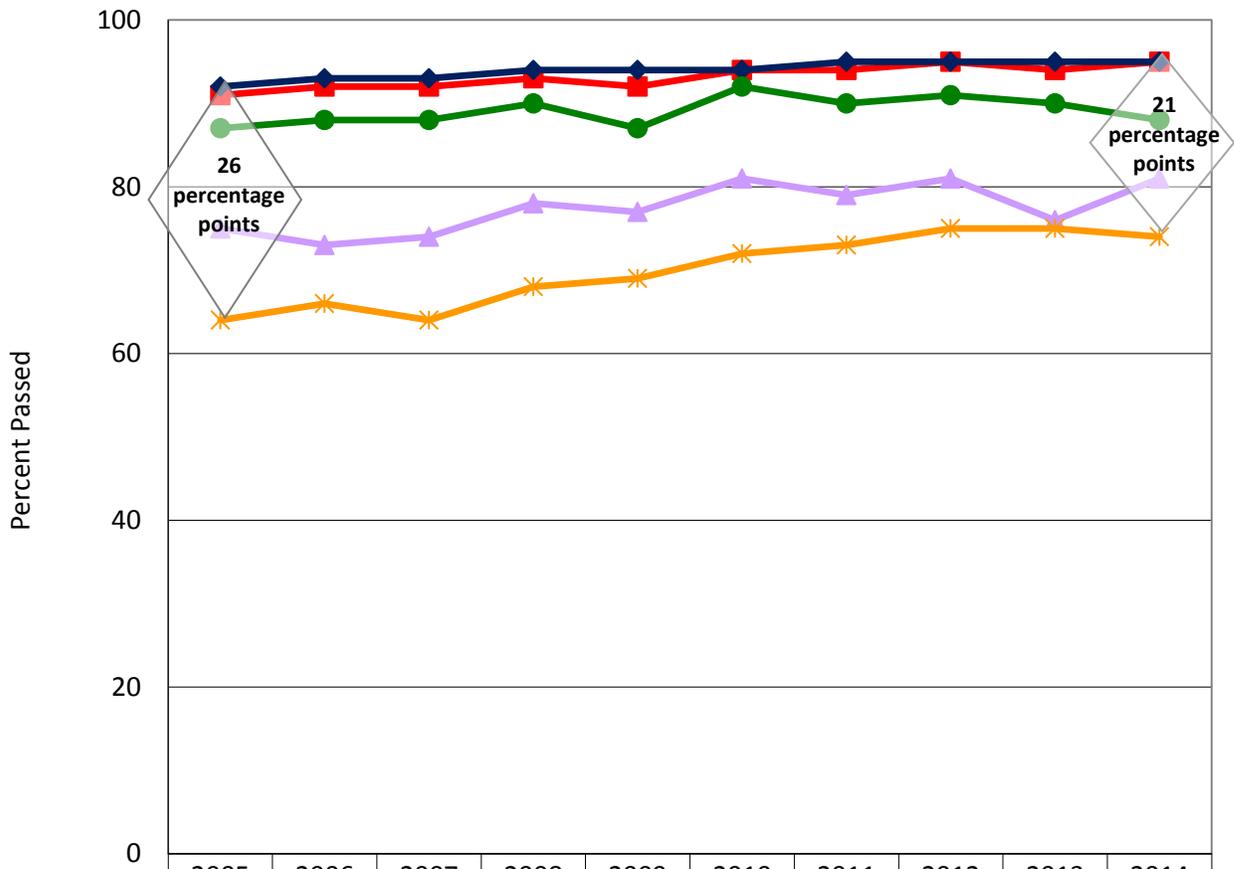
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Asian	91	92	92	93	92	94	94	95	94	95
White	92	93	93	94	94	94	95	95	95	95
Filipino	87	88	88	90	87	92	90	91	90	88
African American	75	73	74	78	77	81	79	81	76	81
Hispanic/Latino	64	66	64	68	69	72	73	75	75	74

26 percentage points

21 percentage points

Percent Passed

Figure 6

2005 to 2014 CAHSEE Mathematics
Grade 10 Students: Percent Passed by Selected Subgroup
Santa Clara County
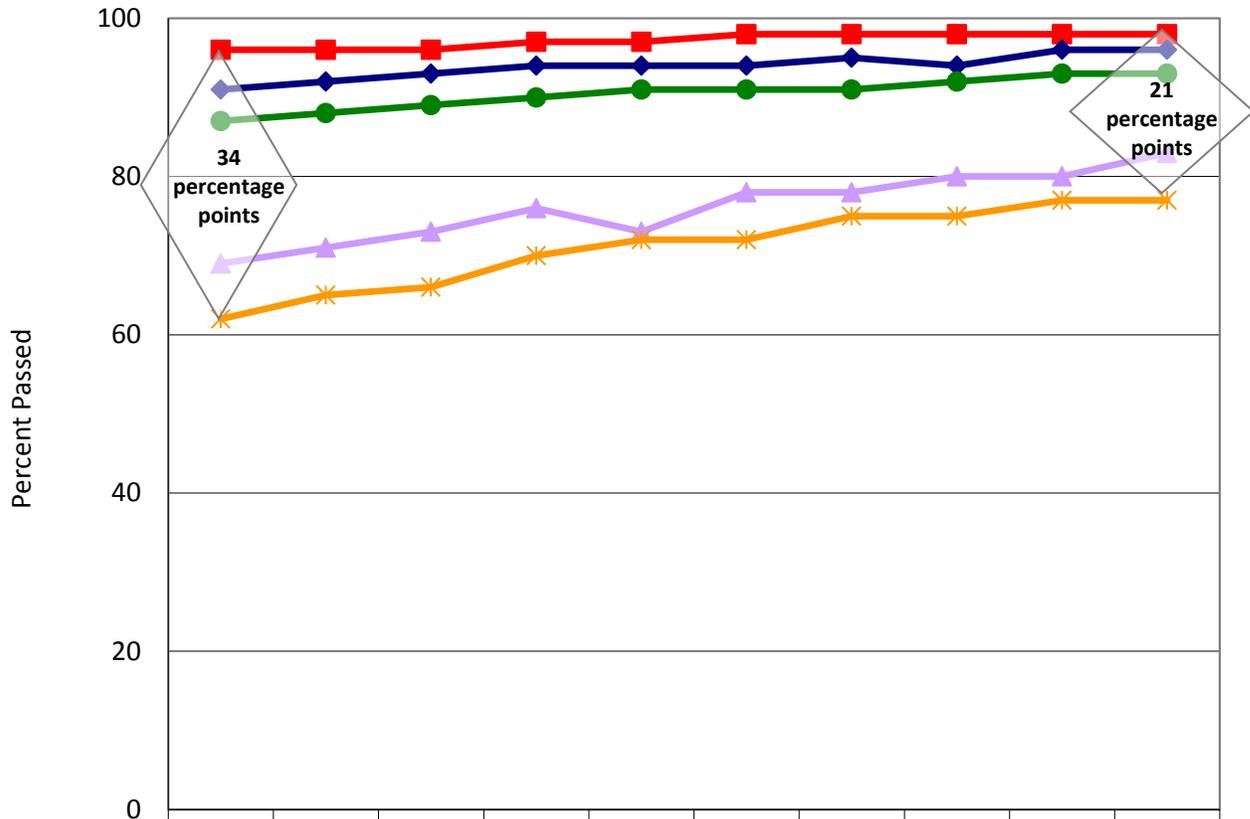
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Asian	96	96	96	97	97	98	98	98	98	98
White	91	92	93	94	94	94	95	94	96	96
Filipino	87	88	89	90	91	91	91	92	93	93
African American	69	71	73	76	73	78	78	80	80	83
Hispanic/Latino	62	65	66	70	72	72	75	75	77	77

Y-axis: Percent Passed

Annotations: 34 percentage points; 21 percentage points

Appendix A – Student Counts

2014 CAHSEE Grade 10 English-Language Arts: Students Tested

Population	Santa Clara County		California	
	Number Tested	Percent of Students Tested	Number Tested	Percent of Students Tested
Total Students	19,385	100%	460,398	100%
Hispanic or Latino	7,374	38%	237,604	52%
Asian	4,948	26%	40,155	9%
White	4,478	23%	120,849	26%
Filipino	1,052	5%	13,639	3%
African American	516	3%	29,119	6%
Economically Disadvantaged	7,170	37%	257,777	56%
English Learner	2,173	11%	53,258	12%
Special Education	1,576	8%	39,566	9%

2014 CAHSEE Grade 10 Mathematics: Students Tested

Population	Santa Clara County		California	
	Number Tested	Percent of Students Tested	Number Tested	Percent of Students Tested
Total Students	19,099	100%	458,297	100%
Hispanic or Latino	7,181	37%	236,598	52%
Asian	4,928	26%	40,066	9%
White	4,439	23%	120,240	26%
Filipino	1,048	6%	13,611	3%
African American	499	3%	28,906	6%
Economically Disadvantaged	7,021	37%	256,551	56%
English Learner	2,082	11%	52,625	11%
Special Education	1,364	7%	37,688	8%

Appendix B - Glossary of Terms

All Students
This is the total number of students taking the test.

California Department of Education (CDE)
The California Department of Education is a California agency that oversees public education. The Department oversees funding, testing, and holds local educational agencies accountable for student achievement. Its stated mission is to provide leadership, assistance, oversight, and resources in the form of teaching and teaching materials so that every Californian has access to a good education.

California High School Exit Exam (CAHSEE)
The California High School Exit Exam is a requirement for high school graduation in the state of California, created by the California Department of Education to improve the academic performance of California high school students, and especially of high school graduates, in the areas of reading, writing, and mathematics; public school students must pass the exam before they can receive a high school diploma, regardless of any other graduation requirements. The test first applied to the graduating class of 2004.

Economically Disadvantaged (ED)
A student is defined as economically disadvantaged if the student participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP), or neither of the student's parents is a high school graduate.

English Learner (EL)
A student 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 K-12) assessment procedures and including literacy (grades 3-12 only), has 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.

Ethnicity
For each test taker, the ethnic category that most closely reflects the individual's recognition in the community is coded. The following racial and ethnic categories were included: African/African American, American Indian or Alaska Native; Asian/Asian American, Filipino/Filipino American, Hispanic/Latino; Pacific Islander; White (not of Hispanic origin), or Other.

Students with Disabilities (SWD)
A student is included in the students with disabilities subgroup if the student receives special education services and has a valid disability code on the CASHEE student answer document.