

**California Academic Partnership Program
(CAPP)
California High School Exit Exam
(CAHSEE)**

**Final Evaluation Report
School Years 2000-01 through 2007-08**

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December 9, 2008



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**Evaluation of the
California Academic Partnership Program
(CAPP)
California High School Exit Exam
(CAHSEE)**

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INTRODUCTION AND BACKGROUND

This is the final evaluation report of the California Academic Partnership Program (CAPP) California High School Exit Exam (CAHSEE) Initiative. The purpose of the six-year long evaluation was to explore the extent to which the nine school-based partnership projects funded by CAPP met the goals of the initiative, which focused on supporting students to pass the state's high school exit exam and prepare for college. In this report, we describe the CAPP CAHSEE initiative and its goals. We then describe the evaluation design, including the evaluation methodology, data sources, and the approach to data collection and analysis. We then present and analyze evaluation findings, both formative and summative, for the nine school-based partnership projects, focusing on features of the project implementation, student performance outcomes, and school and teacher outcomes. We also analyze issues related to partnerships and collaboration, professional development, and institutionalization. We then offer a summary of evaluation findings, followed by our conclusions and recommendations. Finally, this report includes nine individual site project evaluation reports. Each includes a comprehensive evaluation over the six-year project, including a project description, findings and analysis of both implementation and outcome data, and summaries and recommendations.

The California Academic Partnership Program (CAPP)

Administered by California State University (CSU), the California Academic Partnership Program (CAPP) was established by the state legislature in 1984 to improve the quality of public secondary education in California. CAPP serves this mission by working, in cooperation with the University of California (UC) and California Community College (CCC) systems, to initiate and support large-scale efforts aimed at improving academic achievement and college preparation for students attending lower performing high schools throughout the state. A particular of focus of CAPP is to support the creation of effective and sustainable reform efforts by encouraging partnerships between the schools and regional community colleges, public and private universities, and businesses. The CAPP CAHSEE project was one of the most recent large-scale statewide initiatives CAPP has undertaken to support the improvement of student outcomes in lower performing high schools in California.

The California High School Exit Exam (CAHSEE) Initiative

CAPP launched the CAHSEE initiative in 2001 in order to support lower performing high schools in the state prepare students to pass the newly established high school exit exam,

originally slated to become a graduation requirement starting with the Class of 2004. CAPP awarded grants to nine model projects to implement individualized plans involving professional development, curriculum and instruction, and support services aimed at preparing students to pass the CAHSEE and prepare for college. Specifically, the overarching goals of the CAPP CAHSEE Initiative were:

Goal 1: To prepare all students in the participating schools to pass the CAHSEE at the end of the tenth grade;

Goal 2: To ensure that those students who do not pass the CAHSEE in Grade 10 receive the support needed to pass it by the end of Grade 12; and

Goal 3: To ensure that students who have passed the CAHSEE continue to complete coursework leading to college preparation by the end of high school.

CAPP invited public high schools with API rankings in the lower half to apply for inclusion in the initiative as part of a partnership project. School projects were selected to represent a cross section of public high schools in terms of student demographics, school size and type (e.g. rural, urban, suburban), and geographical location. Each school-based CAPP CAHSEE project, depicted in Table I below, consisted of a high school, one or more feeder school(s), and partnering institute(s) of higher education (IHE). In accordance with the original plan, CAPP granted each project \$100,000 annually for three years, beginning in SY 2001-02 and culminating in SY 2003-04, the first year that seniors would be required to pass the CAHSEE in order to graduate.

When, several years into the CAPP CAHSEE initiative, the state board of education postponed the CAHSEE graduation requirement for two years – thereby making it a graduation requirement starting with the Class of 2006 – CAPP extended the CAPP CAHSEE initiative for two more years, providing projects with additional support and funding of \$50,000 annually through SY 2005-06. Therefore, with the exception of one project – Shafter High School, which decided not to continue in the CAPP CAHSEE program after Year 4 – the projects each received five years of funding and other support from CAPP. In addition, the projects were invited to apply to CAPP for an additional one-year supplemental grant of up to \$25,000 during SY 2006-07, with which to document and disseminate promising practices or successful strategies.

Table 1*CAPP CAHSEE Project Schools*

<i>School</i>	<i>District</i>	<i>Feeder School(s)</i>	<i>IHE Partner(s)</i>
Calexico High School	Calexico Unified School District	William Moreno JHS De Anza JHS	UC Office of the President UCCP UC San Diego
Chula Vista and Mar Vista Senior High Schools	Sweetwater Union High School District	Mar Vista Middle School	San Diego State University University of San Diego Southwestern Com College
Farmersville High School	Farmersville Unified School District	Farmersville JHS	Chapman University College of the Sequoias
Hoopla Valley High School	Klamath-Trinity Joint Unified School District	Captain John Continuation District elementary schools	Humboldt State University
Jordan High School	Long Beach Unified School District	Jordan Freshman Academy Lindbergh Middle School	CSU Long Beach
Lower Lake High School	Konocti Unified School District	Oak Hill Middle School	UC San Francisco UC Office of the President
Sacramento Charter High School	Sacramento City Unified School District	California Middle School Kit Carson Middle School	UC Davis
San Lorenzo High School	San Lorenzo Unified School District	Edendale Middle School	Stanford University Mills College
Shafter High School	Kern Union High School District	Richland Junior High	CSU Bakersfield

EVALUATION DESIGN

WestEd was contracted by CAPP to design and implement a comprehensive evaluation of the CAPP CAHSEE initiative. WestEd followed the nine CAPP CAHSEE project sites throughout the six-year course of the project. The evaluation was both formative and summative, assessing the scope and implementation of activities at each site, as well as the student outcomes relating to passing the CAHSEE and preparing for college. Formative data collection activities included semi-annual school site visits, interviews and focus groups with key staff and stakeholders, classroom observations, an annual cross-site faculty survey, and observations of key workshops, professional development and other initiative activities. The summative evaluation included annual collection and analysis of a variety of student outcome data, including CAHSEE tenth grade pass rates in math and English/Language Arts (ELA), A-G course enrollment and performance, SAT participation and performance, graduation and dropout rates, and additional indicators related to college preparation and matriculation.

In addition to these data collection and analysis activities, WestEd evaluators each year revised the annual workbook that each CAPP CAHSEE project site was required to complete for reporting on implementation, outcomes, and school-level A-G course enrollments and performance. WestEd evaluators also attended and helped document and evaluate CAPP-sponsored events related to the project, including annual June conferences for all projects, the “design studios” at which CAPP CAHSEE project sites were invited to showcase and learn about promising practices and strategies, and Instructional Leadership Initiative (ILI) professional development trainings and workshops.

FINDINGS AND ANALYSIS

In order to provide a framework within which to present and analyze student, teacher, and school outcomes, we begin this section by describing the common features of the CAPP CAHSEE projects. We then present student performance outcomes, which correspond to the overarching goals of the initiative, namely to 1) increase tenth grade pass rates; 2) support students to pass the CAHSEE by twelfth grade; and 3) prepare students for college. Next, we present school and teacher outcomes, followed first by a discussion of implementation challenges and then institutionalization issues, including the development of promising practices that will likely lead to student performance improvements in the future.

Features of the CAPP CAHSEE Projects

Each of the nine CAPP CAHSEE school projects developed site-specific objectives and activities relating to the three overarching goals of the initiative. All of the projects used their CAPP CAHSEE grant funds to support or supplement school-based activities related to the CAPP goals and their site-specific objectives. The CAPP CAHSEE project schools modified their site-specific objectives and activities throughout the course of the project, as documented in the individual project evaluation reports included in this final evaluation report.

Common project features, described below, included project leadership and partnerships; targeted student support efforts, such as homework centers, tutoring, and CAHSEE support classes; teacher professional development opportunities and activities; and faculty collaboration focused on curriculum and instruction.

Project Leadership and Partnerships

CAPP CAHSEE projects were designed to be collaborative partnerships between the high school and its feeder school(s) and postsecondary partner(s). Each of the CAPP CAHSEE projects was directed – or in some cases, co-directed – by a school administrator, department chairperson, teacher leader, district or county office of education administrator, or an IHE partner. Several of the projects had consistent leadership over the entire six-year course of the initiative. However it was more common that, due to administrative changes at the school sites and or districts, there were multiple project leadership changes during the course of the project. At each site, CAPP CAHSEE project activities were generally implemented by a school team that included the project director(s), math and English department chairs or other key faculty members, math and English coaches, and in some cases, administrators or faculty from the

partnering feeder school or IHE. The CAPP CAHSEE project schools implemented and participated in a number of student support, professional development, and school improvement activities, resulting in significant positive outcomes for the students, teachers and schools involved in the initiative.

Student Support Efforts

All of the CAPP CAHSEE project sites developed objectives related to the overarching goals of the CAHSEE initiative, and then designed a set of student support activities aligned with the objectives. The main focus for the project schools was to offer targeted support to students intended to help students pass the CAHSEE during tenth grade and offer additional support for students at risk of not passing one or both parts of the CAHSEE by twelfth grade. In addition, many of the schools made significant strides to improve the quality of curriculum and instruction in order to enhance the overall educational experience for students, and prepare students to move on to college.

Targeted CAHSEE Support

All of the CAHSEE schools made significant efforts to provide support to students pass the CAHSEE. While most of the CAPP CAHSEE project schools provided some academic support activities to ninth and tenth grade students at risk of not passing the CAHSEE, all of the projects stepped up their efforts to provide more targeted CAHSEE support to eleventh and twelfth graders who had not yet passed the CAHSEE. CAHSEE support efforts included individual and group tutoring, CAHSEE support classes, summer courses, and homework or study centers where students could seek CAHSEE tutoring, test preparation, or general academic support.

Some schools offered individualized tutoring through their homework or study centers. All of the CAPP CAHSEE schools developed or improved upon an existing homework or study center that provided academic or tutoring support to students before and/or after school. Several of the schools made efforts to increase student utilization of existing centers, especially for students at risk of not passing the CAHSEE. For example, several schools made study center attendance mandatory for students who had not passed the CAHSEE by the end of tenth grade, while others enlisted their best teachers, and others expanded their study center hours. Increasingly during the course of the CAPP CAHSEE initiative, schools staffed their homework and study centers with teachers and tutors who targeted individualized instruction to students needing additional support to pass the CAHSEE.

Several of the projects offered tutoring by college students from their partnering IHE, although getting and retaining enough college students proved challenging, particularly for the rural high schools, where transportation and distance presented challenges. Some of the schools made it a practice to analyze student performance data from the CAHSEE and other exams so that teachers could assess where students needed support, target their instruction or tutoring accordingly. Several schools provided group tutorials after school or as pullout activities during the school day. Several of the schools worked with feeder schools to identify incoming freshmen students at risk of not passing the CAHSEE, planning additional academic support as necessary.

Professional Development and Collaboration to Improve Curriculum and Instruction

An important focus for CAPP was to support schools in improving their capacity to provide high-quality, standards-based curriculum and instruction. To this end, in addition to funding, CAPP infused each partnership project with professional development opportunities and resources in the form of both on and off-site professional development, ongoing coaching, and CAPP-sponsored regional conferences and workshops that engaged participants in themes related to improving standards-based instruction, building professional learning communities, and developing school leadership capacity. In fact, one of the hallmarks of the CAPP CAHSEE initiative was the variety of opportunities that CAPP provided for the school project teams – teachers, administrators, staff, and partners – from each project to engage in innovative, collaborative professional development activities, including the Instructional Leadership Initiative (ILI) and the Design Studios, described below.

CAPP CAHSEE projects were encouraged to provide time for their math and ELA faculty to participate in professional development and to collaborate around instruction. CAPP provided each project with substantial annual funding to support site-specific activities, as well as to participate in professional development and collaboration. The projects had significant flexibility to schools in how they used their annual funds; schools could hire substitutes to free up teacher time for collaboration and professional development, hire teachers to provide tutoring or student support services, secure additional training for teachers and staff, or purchase resources or materials related to project objectives.

Instructional Leadership Initiative

CAPP contracted with WestEd's Instructional Leadership Initiative (ILI) facilitator, Trudy Schoneman, to work with math and ELA faculty teams at four of the CAPP CAHSEE projects to develop their capacity to deliver high quality, standards-based instruction. Through the ILI

training, teachers learned a collaborative process for developing common instructional units and assessments; establishing performance standards for student work; and using student performance data to plan future instruction for the purpose of having all students successfully reach standards for performance. In addition, CAPP sponsored several regional ILI workshops at which school teams from across the state had opportunities to deepen their skills and work collaboratively with teams from other schools.

The ILI professional development process provided teachers with intensive on-site training, coaching, and support. In addition, CAPP sponsored several regional ILI workshops at which school teams from across the state had opportunities to deepen their skills and work collaboratively with teams from other schools. These activities focused on developing standards-based curriculum and assessments, analyzing student performance data, and using student data as the basis for targeting instruction and “re-teaching,” and collaborating with colleagues to develop scoring rubrics.

ILI participation also trained teachers to review student work together and come to shared agreements about how student work should be rated, using the standards for performance outlined in the shared rubrics (essentially, whether each student’s work did or did not meet each of the embedded standards). Once teachers reached these agreements, the ILI process involved teachers discussing how instruction could be modified in order to “re-teach” the unit so as to help each student master the relevant standards. As will be discussed later in this report, some of the schools initially engaged both their math and ELA departments in the ILI process; however, this involvement was not sustained at all of the schools throughout the course of the project.

Design Studios

During the course of the CAPP CAHSEE initiative, CAPP sponsored four “design studios”, innovative professional development events at which the CAPP CAHSEE projects could share information, promising practices, and collaborate with one another. At each design studio, one host project would invite teams from the other CAPP CAHSEE projects to visit their school for two days and learn first hand about their implementation strategies and challenges. The design studios provided opportunities for school teams to discuss common issues, explore promising practices, and share models that could be adapted for use at other schools. These visits allowed project staff from the various CAPP CAHSEE projects to learn first hand from their counterparts at other sites about promising practices and strategies, discuss common issues, explore the possibility of adopting and/or adapting certain activities at their own sites, and have opportunities to discuss challenges, issues, and potential solutions for improving their own implementation and outcomes with teachers at their own as well as other schools. Four of the CAPP CAHSEE project

schools hosted Design Studios, and almost all of the schools participated in one or more of them. As will be discussed later in this report, the design studios were regarded highly and considered very useful by participants and observers.

Additional CAPP-sponsored Professional Development Opportunities

In addition to the ILI and Design Studios, CAPP sponsored several other professional development events during the course of the CAPP CAHSEE project, such as annual June meetings that featured speakers addressing issues related to the initiative, and provided school project teams opportunities for collaboration, both with their own school teams and with their counterparts from other schools. CAPP also provided training by WestEd to project sites on collecting and analyzing student data and using it to inform instruction. As will be described later in this report, participating in the various CAPP-sponsored workshops and conferences provided teachers and school project teams the opportunity to apply what they were learning on site and interact with their counterparts from other schools.

STUDENT PERFORMANCE OUTCOMES

The CAPP CAHSEE initiative was designed to support some of the state’s lower performing high schools by encouraging school staff and faculty to develop, implement, and participate in activities designed to improve students’ ability to pass the CAHSEE exam, graduate from high school, and prepare for college. As described above, the specific goals established by for the CAPP CAHSEE projects were:

- 1) To prepare all students in the participating schools to pass the CAHSEE at the end of the 10th grade;
- 2) To ensure that those students who do not pass the CAHSEE in Grade 10 receive the support needed to pass by the end of Grade 12; and
- 3) To ensure that students who have passed the CAHSEE continue to complete coursework leading to college preparation by the end of high school.

In order to assess the extent to which the CAPP CAHSEE project schools were successful in improving student achievement along the various outcome measures, during the course of the initiative, evaluators collected a variety of school-level student performance data for the CAPP CAHSEE schools. In addition, for each CAPP CAHSEE or “treatment” school, we collected the same data for a group of five “comparable” schools, which serve as a control group for the CAPP CAHSEE schools. The comparable schools for each of the CAPP CAHSEE schools were matched in 2001, based on API rankings and student population demographic characteristics. In addition, we collected statewide averages for each performance measure each year. Therefore, for most student performance indicators, we collected and analyzed student performance data each year for the CAPP CAHSEE schools, the comparable schools, and statewide averages. In most cases¹, we have data beginning in SY 2000-01 – the baseline year for the CAPP CAHSEE project – and ending in SY 2006-07. This allows us to analyze trends in student performance over the course of the project. (Please note that, because data became available prior to the completion of this report, we have included SY 2007-08 CAHSEE pass rate data, as well as other student data that were not available previous to the conclusion of the CAPP CAHSEE initiative.)

This section presents and analyzes longitudinal student performance and outcome data for the CAPP CAHSEE schools, both individually and as a group, throughout the CAPP CAHSEE initiative. These student data include tenth grade and cumulative CAHSEE pass rates, as well as data related to student enrollment and completion of college preparatory (A-G) courses, SAT

¹ Complete data for every CAPP CAHSEE and comparable school were not always available for every year of this study.

participation and performance, high school graduation and dropout rates, and college matriculation.

While the performance data presented and analyzed below indicate that the CAPP CAHSEE initiative did not fully achieve their student performance goals during the course of the project, in most cases there was considerable progress made toward each goal. Moreover, there were considerable differences among the individual CAPP CAHSEE schools, some of which made major strides in many areas, while other schools had more limited success.

CAHSEE Performance

Tenth Grade CAHSEE Pass Rates

Overall CAPP CAHSEE school tenth grade CAHSEE pass rates on both the English-language arts (ELA) and math portions of the exam increased substantially over the course of the CAPP CAHSEE initiative, reaching their highest levels in SY 2007-08.² As shown in Figure 1 below, when the initiative began in SY 2001-02, only 44 percent of sophomores at the CAPP CAHSEE schools passed the ELA portion of the CAHSEE; by SY 2007-08, the tenth grade pass rate on the ELA portion of the CAHSEE increased to 70 percent. As depicted by the trend lines, throughout the CAPP CAHSEE initiative, the annual tenth grade pass rate among the CAPP CAHSEE schools on the ELA portion of the CAHSEE has consistently lagged well below the statewide pass rate, and several points below the pass rate among the comparable schools. However, this performance gap has narrowed somewhat in recent years, particularly in SY 2004-05 and 2005-06, as performance among the CAPP CAHSEE schools improved. In SY 2007-08, 70 percent of the sophomores at the CAPP CAHSEE schools passed the ELA portion of the CAHSEE, compared with 73 percent for the comparable schools and 79 percent statewide.

² Due to changes in the content standards tested, as well as the structure and administration of the CAHSEE, CAHSEE pass rate data from recent years is not strictly comparable to CAHSEE data prior to SY 2003-04; it is not possible to assess precisely performance gains since the beginning of the project.

Figure 1

CAHSEE Tenth Grade Pass Rates: English Language Arts – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2008)

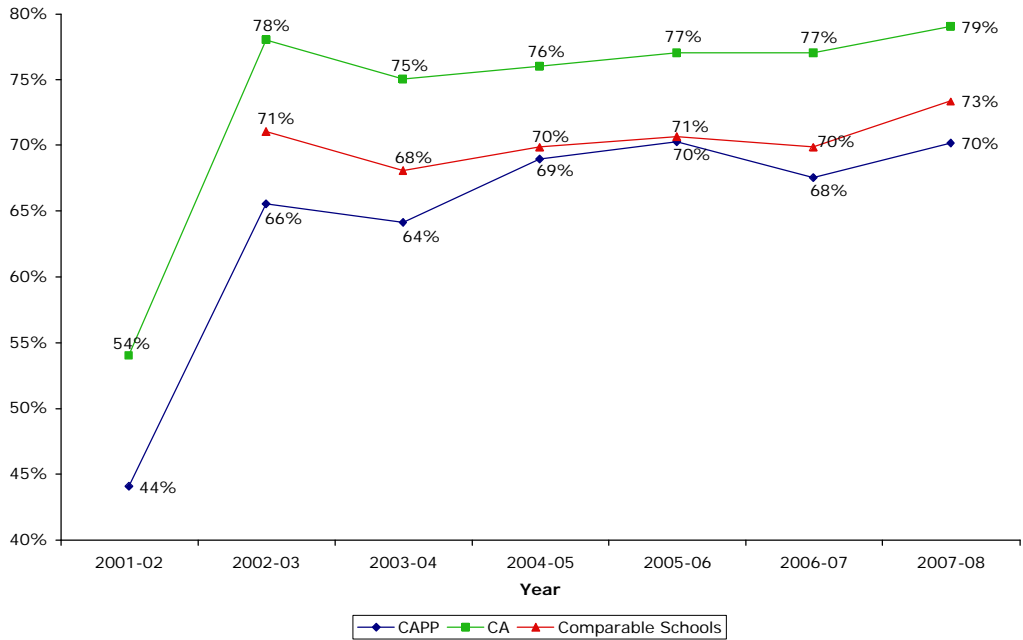
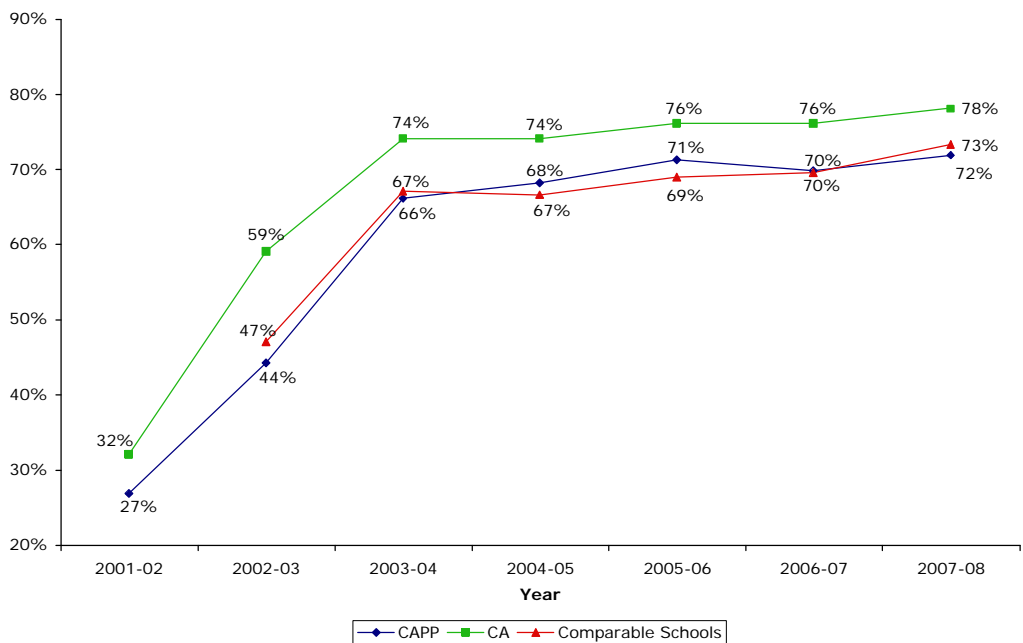


Figure 2

CAHSEE Tenth Grade Pass Rates: Mathematics – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2008)



Tenth grade pass rate trends on the math portion of the CAHSEE were similar. As shown in Figure 2, in SY 2001-02, only 27 percent of sophomores at the CAPP CAHSEE schools passed the math portion of the CAHSEE; by SY 2007-08, the tenth grade pass rate had increased to 72 percent. These upward trends mirrored tenth grade CAHSEE pass rates statewide, as well as pass rates for the comparable schools. The CAPP CAHSEE school tenth grade pass rate on the math portion of the CAHSEE was consistently lower than the pass rate of tenth graders statewide, although the performance margin has been narrower than on the ELA portion of the exam. As was the case for the ELA portion of the CAHSEE, in SY 2007-08, tenth grade students at the CAPP CAHSEE schools passed the math portion of the CAHSEE at their highest rate during the initiative, as did tenth graders at the comparable schools and statewide; 72 percent of CAPP CAHSEE school sophomores passed, compared to 73 and 78 percent, respectively, of sophomores at the comparable schools and statewide. Since SY 2004-05, the math pass rate among CAPP CAHSEE school sophomores has been within 6 points of the statewide average. The math pass rate among CAPP CAHSEE school sophomores has been within 2 points of the comparable school average since SY 2003-04, and surpassed or equaled it in three of the last four years, before dropping one point below it in SY 2007-08.

In summary, the overall CAPP CAHSEE school tenth grade CAHSEE pass rates have improved over the course of the CAPP CAHSEE initiative. This upward trend parallels the trend among tenth graders statewide, as well as at the comparable schools. CAPP CAHSEE school tenth graders continue to pass at rates significantly below tenth graders statewide, but the gap is narrowing, particularly on the math portion of the CAHSEE. This indicates that efforts at the CAPP CAHSEE schools to incorporate math and ELA standards into regular courses, and provide additional academic support to students may be helping, particularly in math. Despite these positive trends, tenth grade CAHSEE pass rates have not increased dramatically in the last few years – at CAPP CAHSEE schools or statewide – which suggests that more attention may be required to ensure that students are mastering the math and ELA standards reflected in the CAHSEE prior to tenth grade.

Tenth Grade CAHSEE Pass Rates by School

Table 2 shows the percentage of sophomores passing the ELA portion of the CAHSEE for each of the individual CAPP CAHSEE schools over the course of the CAPP CAHSEE initiative. As the data show, each year there was a considerable between-school variation in the percentage of students passing the ELA portion of the exam, often by as much as 40 percent in the first years of the project. However, by the final three years of the project, there was less of a performance

spread, with most of the CAPP CAHSEE schools achieving tenth grade CAHSEE ELA pass rates between 69 and 79 percent by SY 2007-08.

At most of the CAPP CAHSEE schools, the tenth grade CAHSEE ELA pass rate increased over the course of the project; almost all of the schools reached (or came close to) their highest tenth grade pass rate in SY 2007-08. However, this was not the case at all of the schools. In fact, as shown in Table 2, at three of the CAPP CAHSEE schools – Farmersville, Hoopa, and Lower Lake – the highest tenth grade CAHSEE ELA pass rates were reached in SY 2005-06, after which the pass rates declined steeply.

A number of factors appear to have reduced the ability of some schools to prepare tenth graders to pass the ELA portion of the CAHSEE, or contributed to pass rate fluctuations. These include lack of programmatic focus on ELA curriculum and instruction, inconsistent implementation of planned academic support activities, school leadership changes, faculty turnover within English-Language Arts departments, and dramatic demographic changes within the student population, especially at some schools where the proportion of English learner students increased significantly during the project. These issues are explored in more detail in the individual site evaluation reports.

Table 2

Percentage of 10th Graders Passing CAHSEE: English Language Arts – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2008)

<i>School</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>
Calexico High School	30	43	55	63	56	64	69
Chula Vista Senior High School	43	75	73	76	75	74	75
Farmersville High School	30	58	66	72	72	67	60
Hoopa Valley High School	43	83	70	75	83	69	69
Jordan High School	56	63	57	58	64	64	67
Lower Lake High School	44	68	70	75	78	66	70
Mar Vista Senior High School	38	66	69	72	71	68	74
Sacramento Charter High School	68	63	67	76	70	71	79
San Lorenzo High School	40	73	60	62	70	70	69
Shafter High School	44	63	54	60	63	62	69
CAPP CAHSEE school Average	44	66	64	69	70	68	70
Comparable School Average	N/A	71	68	70	71	70	73
California Statewide	54	78	75	76	77	77	79

Data source: <http://data1.cde.ca.gov/dataquest>

At most of the CAPP CAHSEE schools, tenth grade pass rates on the math portion of the CAHSEE increased over the course of the CAPP CAHSEE initiative, as shown in Table 2. In addition, in the first years of the initiative, there was considerable between-school variation in the percentage of students passing the math portion of the exam, although less than for the ELA portion of the exam, and rarely more than 30 percentage points. At most of the CAPP CAHSEE schools, the percentage of tenth grade students passing the math portion of the CAHSEE increased steadily over the course of the project; six of the CAPP CAHSEE schools reached (or came close to) their highest pass rate in SY 2007-08. However, as was the case for the ELA portion of the CAHSEE, several schools – most notably Hoopa and Lower Lake, and to a lesser extent, San Lorenzo and Farmersville – reached their highest tenth grade CAHSEE math pass rates in 2005-06, after which their pass rates declined significantly.

Table 3

Percentage of 10th Graders Passing CAHSEE: Mathematics – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2008)

<i>School</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>
Calexico High School	20	41	72	70	71	67	74
Chula Vista Senior High School	28	50	69	77	77	74	77
Farmersville High School	12	23	66	73	72	74	70
Hoopa Valley High School	44	50	76	73	86	74	70
Jordan High School	29	29	51	55	59	63	69
Lower Lake High School	27	50	64	68	77	75	65
Mar Vista Senior High School	21	50	73	71	75	71	77
Sacramento Charter High School	37	50	68	70	57	67	76
San Lorenzo High School	31	57	62	63	74	66	68
Shafter High School	18	42	59	61	64	66	72
CAPP CAHSEE school Average	27	44	66	68	71	70	72
Comparable School Average	N/A	47	67	67	69	70	73
California Statewide	32	59	74	74	76	76	78

Data source: <http://data1.cde.ca.gov/dataquest>

Again, these pass rate reductions appear to be due to a number of factors, including inconsistent implementation practices and changing student demographics, and are explored in more detail in the individual site evaluation reports. It appears that schools that focused consistently on supporting students in math in the earlier grades had more steady increases in their tenth grade CAHSEE math pass rates. In addition, at the individual CAPP CAHSEE schools, there were generally more consistent tenth grade CAHSEE pass rate increases on the math portion of the exam than on the ELA portion. This is likely a reflection of the fact that,

across the CAPP CAHSEE projects, there was generally more collaboration among math faculty on curriculum and instruction, as well as more of a programmatic focus and support activities in math than in English.

Tenth Grade CAHSEE Subgroup Performance

English-Language Arts

When CAHSEE tenth grade pass rate data are disaggregated by student subpopulation, it becomes evident that there are major performance gaps between subgroups of students. Table 4 below shows tenth grade CAHSEE ELA pass rates disaggregated by race/ethnicity, language, and other student population subgroups, comparing data for the CAPP CAHSEE schools with statewide averages over the course of the CAPP CAHSEE initiative. For both the CAPP CAHSEE schools and students statewide, major subgroup performance gaps persisted throughout the CAPP CAHSEE initiative. Of particular concern is the consistent underperformance of African American, Latino, and American Indian students, as well as English learners, low-income, and Special Education students. Despite these persistent performance gaps, tenth grade pass rates on the ELA portion of the CAHSEE have increased for every major subgroup over the course of the project, both for students at the CAPP CAHSEE schools and statewide.

Table 4

Percentage of Tenth Graders Passing CAHSEE English Language Arts by Major Subgroups – CAPP CAHSEE schools vs. Statewide Average (2002 – 2008)

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		Percentage Point Change	
	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average
Total Tenth Grade Pass Rate	44	54	66	78	64	75	69	76	70	77	68	77	70	79	34	25
Student Race/Ethnicity																
African American	51	46	52	56	58	63	63	64	67	66	66	66	69	62	17	16
American Indian/Alaskan Native	44	53	77	68	65	73	68	73	83	77	63	76	64	76	19	23
Asian	62	60	51	73	68	85	64	86	78	87	85	87	74	94	12	34
Filipino	36	70	72	81	84	87	85	88	83	89	86	89	86	90	50	20
Hispanic or Latino	42	42	46	53	59	62	64	65	63	66	64	66	69	70	27	28
Pacific Islander	63	55	52	66	57	71	75	75	60	75	71	76	77	79	14	24
Caucasian/White (not Hispanic)	66	74	69	84	78	88	80	89	82	90	80	89	80	89	15	15
Language Proficiency																
English Only	57	64	61	75	69	82	74	83	76	83	74	83	N/A	N/A	N/A	N/A
Redesignated Fluent English Proficient	87	66	85	80	89	87	89	89	88	89	89	89	91	91	4	25
English Learner	29	28	30	33	33	39	39	42	40	38	33	36	39	40	10	12
Additional Student Subgroups																
Socio-economically Disadvantaged	42	40	47	51	59	60	63	63	64	65	65	65	69	69	27	29
Special Education	14	25	13	28	17	30	27	33	26	35	24	33	25	35	11	10

Data source: <http://data1.cde.ca.gov/dataquest>

Tenth grade pass rates on the ELA portion of the CAHSEE for English learners at the CAPP CAHSEE schools, while increasing by ten percentage points over the course of the project, remain very low. In SY 2007-08, only 39 percent of tenth grade EL students at the CAPP CAHSEE schools passed the ELA portion of the CAHSEE. This was almost the same as the statewide tenth grade ELA pass rate of 40 percent, suggesting that tenth grade English learners across the state are struggling to pass the ELA portion of the CAHSEE. The tenth grade pass rates among Special Education students, at 25 percent among CAPP CAHSEE schools and 35 percent statewide, is obviously a major cause for concern, given that Special Education students are required to pass the CAHSEE in order to earn a high school diploma. The tenth grade CAHSEE ELA pass rates among low income students has increased steadily over the course of the initiative among students at CAPP CAHSEE schools as well as statewide, reaching a high of 69 percent for both groups in SY 2007-08.

Tenth grade CAHSEE ELA pass rates were generally lower for several student subgroups at the CAPP CAHSEE schools compared with students statewide, particularly among American Indians, Asians, and white students; in SY 2007-08, there were performance gaps as large as 20 percent. However, pass rates were not substantially different between tenth graders at CAPP CAHSEE schools and statewide among Latinos, English learners, students redesignated as fluent English proficient, and low income students. Interestingly, after increasing steadily at both the CAPP CAHSEE schools and statewide, in SY 2007-08 the CAHSEE ELA pass rate among African American students at the CAPP CAHSEE schools was higher than it was statewide. Moreover, at about half of the CAPP CAHSEE project schools, the tenth grade CAHSEE ELA pass rate did not increase significantly after reaching highs in SY 2002-03, mirroring a trend statewide. This may be indicative of demographic trends among the CAPP CAHSEE project schools and schools statewide; the proportion of Latino and EL students has been steadily increasing.

Math

As on the ELA portion of the CAHSEE, there were persistent performance gaps between student subgroups on the math portion of the CAHSEE over the course of the initiative. However, as shown in Table 5, the tenth grade CAHSEE pass rate in math increased for all subgroups over the course of the project. Moreover, despite their relatively low pass rates, tenth grade Latino, African American, and EL students at the CAPP CAHSEE schools showed significant improvement on the math portion of the CAHSEE. The tenth grade pass rate for EL students at the CAPP CAHSEE schools increased from 16 percent to 53 percent over the course of the project; in SY 2007-08, the tenth grade CAHSEE math pass rate among EL students was 3 percent higher than the EL pass rate statewide. Among Latino students, the tenth grade CAHSEE

math pass rate increased steadily over the course of the project for students at the CAPP CAHSEE schools as well as statewide. However, tenth grade Latino students at the CAPP CAHSEE schools passed at higher rates than did Latino students statewide every year. And, as was true for the ELA portion of the CAHSEE, African American tenth graders at the CAPP CAHSEE schools passed the math portion of the CAHSEE at a higher rate than did African American students statewide in SY 2007-08.

Despite these promising indicators of subgroup performance improvements at the CAPP CAHSEE schools, significant underperformance persists for several student subpopulations, most profoundly Special Education students, with SY 2007-08 pass rates for tenth grade students at CAPP CAHSEE school and statewide of 24 and 35 percent, respectively. In addition, as was true for performance on the ELA portion of the exam, tenth grade African American, Latino, EL, and low-income students underperformed tenth grade students statewide on the math portion of the CAHSEE.

Table 5

Percentage of Tenth Graders Passing CAHSEE Math by Major Subgroups – CAPP CAHSEE schools vs. Statewide Average (2002 – 2008)

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		Percentage Point Change	
	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average	CAPP School Average	Statewide Average
Total Tenth Grade Pass Rate	27	32	44	59	66	74	68	74	71	76	70	76	72	78	45	46
Student Race/Ethnicity																
African American	26	20	21	26	46	54	56	55	57	57	57	58	65	62	40	42
American Indian/Alaskan Native	43	29	33	41	66	69	74	69	83	73	76	72	69	76	26	47
Asian	44	54	42	70	78	91	73	92	78	92	88	93	88	94	44	40
Filipino	26	45	51	59	88	87	84	87	90	88	95	89	89	90	64	45
Hispanic or Latino	24	22	30	30	64	61	66	62	69	65	67	66	73	70	49	48
Pacific Islander	23	30	19	41	48	71	67	73	54	73	68	75	77	79	54	49
Caucasian/White (not Hispanic)	36	49	46	63	74	87	76	87	79	88	80	88	75	89	40	40
Language Proficiency																
English Only	30	38	33	49	62	78	68	78	70	79	70	80	N/A	N/A	N/A	N/A
Redesignated Fluent English Proficient	48	35	54	49	82	83	85	85	86	85	87	86	89	89	41	54
English Learner	16	18	21	22	51	49	49	48	54	48	45	47	53	50	38	32
Additional Student Subgroups																
Socio-economically Disadvantaged	23	22	33	31	64	61	65	64	68	64	67	65	72	69	49	47
Special Education	5	11	5	14	17	30	21	33	27	33	27	32	24	35	19	24

Data source: <http://data1.cde.ca.gov/dataquest>

As is documented in the individual site chapters, the CAHSEE tenth grade pass rates in both ELA and math have increased for each student racial/ethnic subgroup at the individual CAPP CAHSEE project schools. However, there persists a significant performance gap between student subgroups, which, in most cases, fluctuates from year to year with no clear directional trend. At the individual CAPP CAHSEE project schools, the tenth grade CAHSEE pass rates in both ELA and math, although generally trending upward, tended to fluctuate from year to year. At individual CAPP CAHSEE project schools, the tenth grade math CAHSEE pass rate increased over the course of the project for all subgroups, including EL students. At most schools, the tenth grade CAHSEE math pass rates have trended up, despite fluctuations between years.

As is the case among students statewide, CAPP CAHSEE school tenth graders with the lowest CAHSEE pass rates are disproportionately English Learners (EL), low income, and students designated as Special Education. In terms of race and ethnicity, African American, Latino, and other non-white students – with the exception of Asian and Filipino students – have the lowest CAHSEE pass rates. While significant performance gaps persist among various subpopulations – both statewide and at the CAPP CAHSEE schools – disaggregated CAHSEE performance data indicate that English learners, Latino, and African Americans at the CAPP CAHSEE schools passed at higher rates than they did statewide, especially on the math portion of the test.

Proportion of Students Satisfying CAHSEE Requirement by End of Senior Year

As discussed above, the second overarching goal of the CAPP CAHSEE initiative was to ensure that those students who did not pass the CAHSEE during the tenth grade did so by the end of twelfth grade. In order to enable students to earn a high school diploma, most of the CAPP CAHSEE schools focused or intensified their academic support efforts on eleventh and twelfth graders who had not yet passed one or both parts of the CAHSEE. As the data presented below suggest, CAPP CAHSEE schools were successful in supporting their students to pass the CAHSEE by the end of their senior year. Despite the fact that tenth grade CAHSEE pass rates at the CAPP CAHSEE schools were lower than statewide, by the end of twelfth grade, CAPP CAHSEE school students were almost as likely to have passed the CAHSEE as were students statewide.

Table 6 below shows the percentage of students who passed the CAHSEE by the end of their senior year for each CAPP CAHSEE school, beginning with the Class of 2006, the first

graduating class required to pass the CAHSEE.³ In addition, the table shows annual CAPP CAHSEE school averages as well as two statewide averages – the pass rate at the end of the school year, as well as the updated statewide average that includes students who took and passed the CAHSEE for up to two years beyond their senior year. Beginning in SY 2007-08, the CDE required Special Education students to pass the CAHSEE in order to earn a high school diploma. One of the reasons the statewide graduation rate declined was that there were approximately 4000 Special Education students who failed to pass the CAHSEE, which also accounts for at least part of the increase in the percentage of seniors who failed to pass the CAHSEE last year.

Table 6

Percentage of Students Passing CAHSEE by End of Twelfth Grade (2006 – 2008)

<i>School</i>	<i>Class of 2006 2005-06</i>	<i>Class of 2007 2006-07</i>	<i>Class of 2008 2007-08</i>
Calexico High School	89.7	89.4	92.1
Chula Vista Senior High School	91.6	90.5	90.6
Farmersville High School	94.1	95.2	95.8
Hoopa Valley High School	100.0	97.2	95.9
Jordan High School	86.0	85.0	86.0
Lower Lake High School	74.0	85.5	87.4
Mar Vista Senior High School	89.2	89.3	91.5
Sacramento Charter High School	98.0	97.0	90.0
San Lorenzo High School	93.0	94.0	92.0
Shafter High School	92.2	91.9	89.2
CAPP CAHSEE school Average	90.8	91.5	91.0
California (year end)	91.2	93.3	90.2
California (updated May 2008)⁴	92.3	94.0	90.2

Data Sources: CAPP CAHSEE school data were provided by individual schools or districts. California statewide data were obtained from the CDE (HumRRO 2007 CAHSEE Evaluation Report).

The cumulative CAHSEE pass rate data suggest that the instructional and support efforts implemented by the CAPP CAHSEE schools to assist students to pass the CAHSEE by the end of their senior year made a substantial difference. As shown in Table 6, among seniors in the Class of 2006, students at the CAPP CAHSEE schools were almost as likely as students statewide to have passed both parts of the CAHSEE by the end of their senior year; 90.8 percent

³ The CDE does not report combined (cumulative) CAHSEE pass rates for 12th grade students by school, as it does for tenth grade students. WestEd requested and obtained these data directly from the schools, which do not share a uniform formula for calculating cumulative CAHSEE pass rates. Therefore, these data may not be comparable across sites or to statewide data.

⁴ Statewide CAHSEE pass rate data were updated in May 2008 to reflect students who took and passed the CAHSEE after their senior year.

of the CAPP CAHSEE school seniors passed the CAHSEE compared to 91.2 percent statewide.⁵ Among seniors in the Class of 2007, 91.5 percent of CAPP CAHSEE school students passed the CAHSEE by the end of their senior year, compared with 93.3 percent of seniors statewide. Finally, CAPP CAHSEE school seniors in the Class of 2008 actually passed the CAHSEE at a slightly higher rate than did seniors statewide – 91.0 percent compared with 90.2 percent, respectively.

The percentage of students who passed the CAHSEE by the end of their senior year varied by school and by school year. At three of the CAPP CAHSEE schools, the senior CAHSEE pass rate increased each year between SY 2005-06 and SY 2007-08; at the other schools, the senior pass rate remained relatively unchanged or varied by year. By the end of SY 2007-08, only two of the CAPP CAHSEE schools had senior CAHSEE pass rates that were significantly lower than the statewide average of 90.2 percent. In addition, the between-school variance in senior CAHSEE pass rates narrowed each year. Among the individual CAPP CAHSEE schools, CAHSEE pass rates for the Class of 2006 had a 26 percentage point spread, ranging from a low of 74 percent to a high of 100 percent; for the Class of 2008, the spread had narrowed to about 9 percentage points, ranging from a low of 86 percent to a high of 95.9 percent. This indicates that even at those CAPP CAHSEE schools with relatively low senior CAHSEE pass rates, considerable progress was made in helping most students successfully pass the CAHSEE in time for graduation.

These data suggest that the enhanced instruction and targeted academic support activities implemented at the CAPP CAHSEE schools led to increasing CAHSEE pass rates among students by the end of the twelfth grade. This is consistent with findings from interviews with school faculty and staff, and from the teacher survey, which indicated that teachers believed that sufficient efforts were being made to support most students pass the CAHSEE by the time they graduated.

Given that the CAPP CAHSEE schools have institutionalized many of their student support activities, it is likely that CAHSEE pass rates will continue to increase. Students who have not passed the CAHSEE by the end of their senior year are allowed additional opportunities over the following two years to take the CAHSEE. If and when they pass, the CAHSEE pass rate for the student's senior year is updated accordingly. According to HumRRO's 2007 statewide evaluation report, over 40 percent of seniors in the Class of 2006 who failed to pass both parts of the CAHSEE by the end of their senior year continued to take the CAHSEE one or more times; of those students, over a quarter successfully completed the CAHSEE requirement the following

⁵ For the purposes of comparability, the statewide CAHSEE pass rates used in this analysis are year-end data, rather than the updated data, since the individual schools in most cases did not track CAHSEE performance beyond students' senior year (nor update their pass rate data accordingly).

year (HumRRO, 2007). Given the recent passage of state legislation that will provide funding for up to two years of additional student support and tutoring for students who do not pass the CAHSEE by the end of their senior year, school support activities are likely to be continued and even expand.⁶

Please note that although every effort was made to collect the most accurate and comparable data possible, senior CAHSEE pass rate data for the CAPP CAHSEE schools should be considered estimates. The CDE does not report school-level cumulative CAHSEE pass rate data for seniors, as it does for sophomores. Therefore, we obtained cumulative senior CAHSEE pass rate data from individual schools, which do not follow a uniform formula for computing their senior CAHSEE pass rates.⁷ For this reason, between-school comparisons, as well as comparisons between CAPP CAHSEE school and statewide senior CAHSEE pass rate averages, may not be precise.

Preparation for College

As described above, the evaluation of the CAPP CAHSEE initiative involved collecting and analyzing a number of student performance indicators over the course of the initiative that have bearing on whether the CAPP CAHSEE schools were successful in preparing their students for college. These indicators include the number of CAPP CAHSEE school students who enrolled in college preparatory “A-G” courses each year, and the percentage of those students who passed with a grade of “C” or better. In addition, we collected and analyzed data from the CAPP CAHSEE schools on the percentage of graduates who passed the full A-G course sequence required for admission to UC and CSU, and SAT participation and performance, namely the percentage of twelfth graders taking the SAT, and the percentage of those students who scored at or above a target score. We also gathered the annual graduation and dropout rates for each CAPP CAHSEE school. For each measure, we collected statewide and comparable school data in order to identify differences that might help determine more definitively whether the school improvement and student support efforts at the CAPP CAHSEE schools were having a measurable impact on student performance outcomes and preparation for college. In this section of the report we present and analyze CAPP CAHSEE school student performance outcome data over the course of the CAPP CAHSEE initiative, both on average and for the individual schools.

⁶ California recently passed legislation that provides funding to support tutoring for seniors (AB 128) and up to two years of academic support for students who failed to pass the CAHSEE by the end of their senior year (AB 347).

⁷ School-level senior CAHSEE pass rate data were provided by districts or schools, and are not necessarily calculated or reported uniformly. For example, some schools exclude from their CAHSEE statistics pass rate data for Special Education students and students who are not on track to earn a diploma.

A-G Course Enrollment and Performance

In order to be eligible for admission to UC and CSU, high school graduates must earn passing grades in a requisite number of college preparatory courses in math, English/Language Arts, and other academic subjects, known as A-G courses.⁸ Therefore, in addition to supporting students in passing the CAHSEE, the CAPP CAHSEE project schools were expected to prepare students for college by encouraging students to enroll in A-G courses. In order to count towards UC/CSU admission requirements, students must pass A-G courses with a grade of C or better.

The CAPP CAHSEE project schools appear to have made some progress in terms of increasing the number of students enrolled in A-G math and ELA courses, although this varied considerably by individual school. During the course of the CAPP CAHSEE initiative, several CAPP CAHSEE schools enrolled an increasing proportion of their students in A-G courses. At other CAPP CAHSEE schools, the number of A-G math and ELA course enrollments fluctuated considerably over the course of the project, and in a few cases A-G course enrollments declined. Math enrollments increased significantly at about half of the CAPP CAHSEE schools, while English/Language Arts enrollments increased at only about one-third of the schools.

Student performance in the A-G courses has been mixed as well. At several of the CAPP CAHSEE schools, the percentage of students passing A-G courses (with a C or better) increased over the course of the project, while at the other schools, A-G pass rates declined. At most of the CAPP CAHSEE schools, there was an inverse relationship between the number students enrolling in A-G courses and their academic performance; as the number of enrollments increased, the percentage of students earning passing grades declined. At each CAPP CAHSEE school where enrollment in ELA courses increased, the percentage of students earning passing grades decreased. Math course performance was similar, but slightly better; at all but two of the CAPP CAHSEE schools where enrollment in A-G math courses increased, the percentage of students passing decreased.

These findings are not particularly surprising. As a broader spectrum of students participated in A-G courses – including many students who would not previously have been considered prepared for challenging, college-preparatory course content – it makes sense that their performance would be lower than that of students who were better prepared, and that average performance would decline. As will be described below, the same pattern held true for SAT participation and performance; broader participation was accompanied by lower average

⁸ The A-G course sequence required for admission to UC/CSU includes a minimum of 3 years of math (Algebra I, Geometry, and Algebra II), 4 years of English-Language Arts, 2 years of History/Social Science, 2 years of Natural Science, 2 years of a single foreign language, 1 year of visual or performing arts, and 1 college preparatory elective.

performance. Student A-G enrollment and performance data are documented and analyzed in the individual CAPP CAHSEE school project evaluation reports.

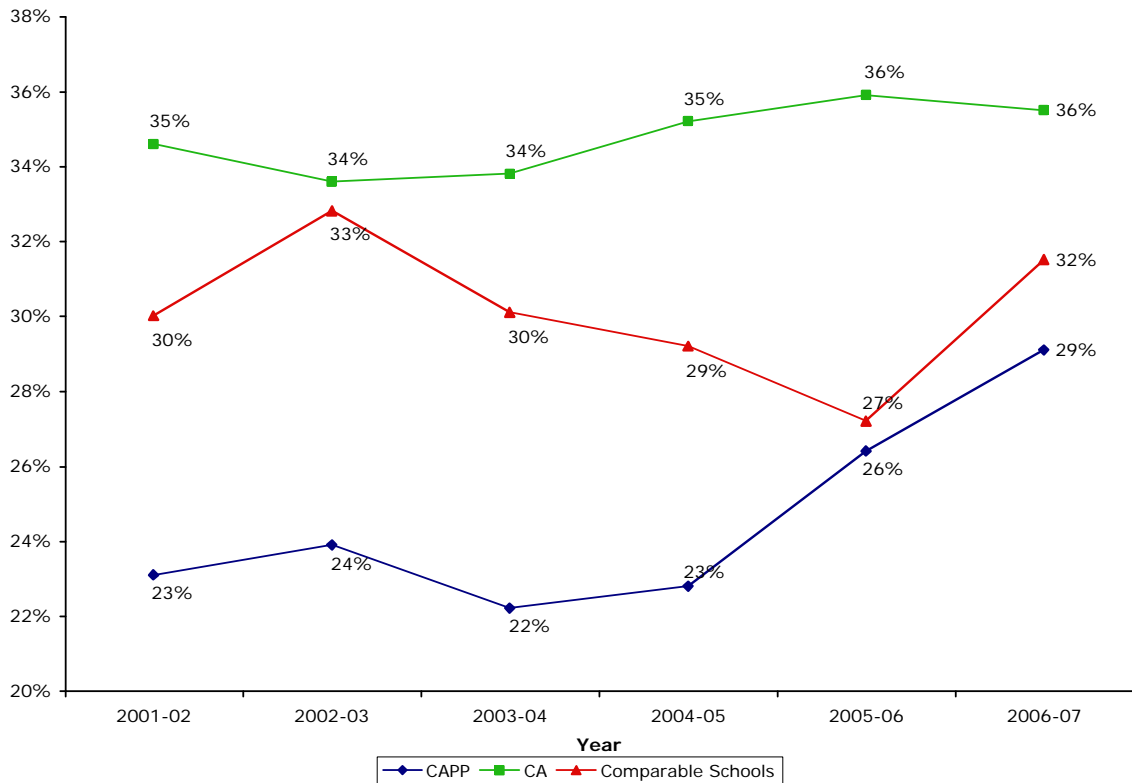
One of the positive results of the CAPP CAHSEE initiative's emphasis on college preparation was that, over the course of the project, many of the CAPP CAHSEE schools increased the number of A-G courses they offered. In addition, many of the schools reduced the number of basic and remedial ("non A-G") courses they offered, as well as the number of students enrolled in them. This was especially true for math courses, where some schools limited – or in several cases eliminated – math courses below the level of Algebra 1. Instead, as described in this report (as well as in the individual site evaluation reports), many of the CAPP CAHSEE schools enrolled students in A-G and other college preparatory math and English courses, and provided supplemental academic support and tutoring in order to promote student success.

High School Graduates Passing UC/CSU Required Course Sequence

The percentage of CAPP CAHSEE school graduates who successfully completed the full A-G course sequence – thereby meeting UC and CSU admission requirements – increased moderately during the course of the CAPP CAHSEE initiative. As shown in Figure 3, the percentage of CAPP CAHSEE school graduates passing (with a "C" or better) the full A-G course sequence increased from 23 percent in SY 2001-02 to 29 percent in SY 2006-07. While still several points below the statewide average, the percentage of CAPP CAHSEE school graduates successfully completing the full A-G course sequence has increased steadily since SY 2003-04. Moreover, the rate of improvement among CAPP CAHSEE school graduates has surpassed that of students statewide for the last two years.

Figure 3

Percentage of Graduates Passing UC/CSU Required (A-G) Course Sequence⁹– CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)



As shown in Table 7, the proportion of graduates who successfully completed the full A-G course sequence varied by school. While there was considerable year-to-year variation, at most schools the percentage of graduates passing the full course sequence has increased considerably since the beginning of the initiative. At almost every CAPP CAHSEE school, the proportion of graduates who met this UC/CSU eligibility requirement reached its highest level since the initiative began during the last two years, another indication that efforts at the CAPP CAHSEE schools to support learning and college preparation have made a significant difference. Moreover, there are some indications that CAPP CAHSEE project schools are improving relative to other schools. While the percentage of CAPP CAHSEE school graduates passing the full A-G course sequence has consistently been well below the statewide average (by 10-12 percent), the margin has narrowed since SY 2004-05; the CAPP CAHSEE school average in SY 2006-07 was only 9 percent below the statewide average. In addition, after consistently lagging well below the

⁹ Also known as A-G courses, students must pass these courses (with a grade of C or better) to be eligible for admission to UC and CSU.

comparable school average, the CAPP CAHSEE project school average has narrowed the gap considerably as well.

Table 7

Percentage of Graduates Passing UC/CSU Required (A-G) Course Sequence – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)

<i>School</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Calexico High School	16	19	10	13	13	16
Chula Vista Senior High School	30	27	26	28	38	35
Farmersville High School	21	16	22	24	26	26
Hoopla Valley High School	20	20	26	21	28	8
Jordan High School	13	19	17	17	19	29
Lower Lake High School	21	25	8	11	12	9
Mar Vista Senior High School	23	27	20	24	26	28
Sacramento Charter High School	44	39	35	36	55	37
San Lorenzo High School	32	28	41	41	32	28
Shafter High School	14	14	13	15	19	27
CAPP CAHSEE school Average	23	24	22	23	26	29
Comparable School Average	30	33	30	29	27	32
California Statewide	35	34	34	35	36	36

Data source: <http://data1.cde.ca.gov/dataquest>

SAT Participation and Performance

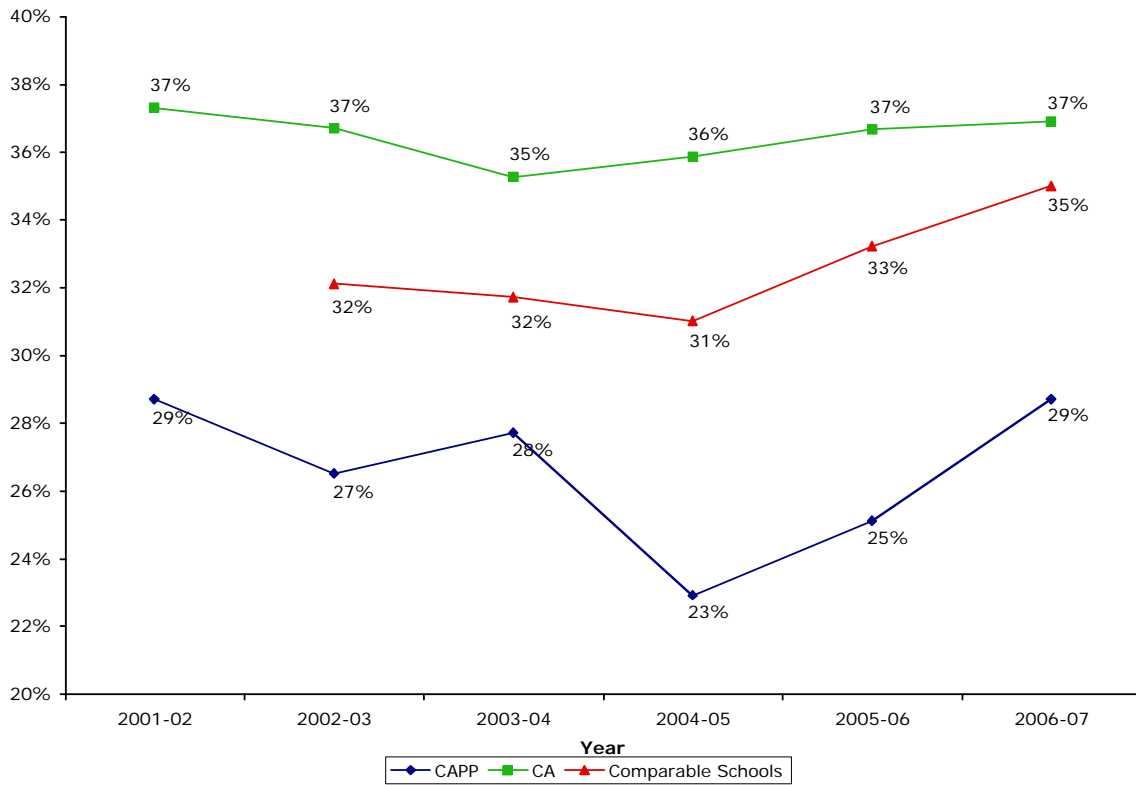
SAT Participation

The percentage of CAPP CAHSEE school seniors taking the SAT fluctuated over the course of the CAPP CAHSEE initiative, but has trended up during the last two years. As shown in Figure 4, the proportion of CAPP CAHSEE school seniors taking the SAT declined from an average of 29 percent to 23 percent during the first four years of the initiative, and has since then increased steadily, returning to a high of 29 percent in SY 2006-07. During the course of the initiative, SAT participation among CAPP CAHSEE school seniors has consistently been lower than SAT participation among seniors statewide as well as at the comparable schools. While slightly more than one-third of seniors statewide (35-37%) and at the comparable schools (31-35%) took the SAT each year, just over a quarter of students at the CAPP CAHSEE schools did. In the last few years, SAT participation has increased for all three groups. Moreover, it appears that the CAPP CAHSEE school trend of increased SAT participation is increasing at a faster rate; since SY 2004-05, the percentage of CAPP CAHSEE school seniors taking the SAT has

increased by 6 percentage points, while it has only increased by 1 percentage point statewide, and 4 percentage points among the comparable schools.

Figure 4

Percentage of 12th Graders Taking SAT – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)



There was considerable variation in SAT participation levels at the individual CAPP CAHSEE schools, as shown in Table 8. For example, the SAT participation rate ranged from 14 percent to 55 percent in SY 2006-07. At just over half of the CAPP CAHSEE schools, the percentage of seniors taking the SAT increased during the course of the initiative, and participation reached its highest level (since the beginning of the initiative) in the last two years. At the other schools, the percentage of seniors taking the SAT decreased or stayed about the same.

Table 8

Percentage of 12th Graders Taking SAT – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)

<i>School</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Calexico High School	27	25	20	16	18	20
Chula Vista Senior High School	36	37	37	27	30	32
Farmersville High School	31	17	25	35	38	37
Hoopa Valley High School	13	21	31	44	55	40
Jordan High School	24	19	22	21	23	24
Lower Lake High School	18	15	15	13	19	14
Mar Vista Senior High School	43	43	39	22	25	28
Sacramento Charter High School	35	29	28	26	30	55
San Lorenzo High School	40	39	40	38	30	34
Shafter High School	20	20	17	13	15	26
CAPP CAHSEE school Average	29	27	28	23	25	29
Comparable School Average	N/A	32	32	31	33	35
California Statewide	37	37	35	36	37	37

Data source: <http://data1.cde.ca.gov/dataquest>

At most of the CAPP CAHSEE schools, the SAT participation rates did not increase (or decrease) steadily, but rather fluctuated from year to year. Several schools substantially increased the proportion of their seniors taking the SAT; two schools – Sacramento Charter and Hoopa Valley High Schools – had participation rates of over 50 percent in one of the last two years, well above the statewide average. Several of the CAPP CAHSEE schools, however, were unsuccessful in increasing their SAT participation rate; at these schools, SAT participation levels in the last couple of years were lower than they had been during the early years of the initiative.

SAT Performance

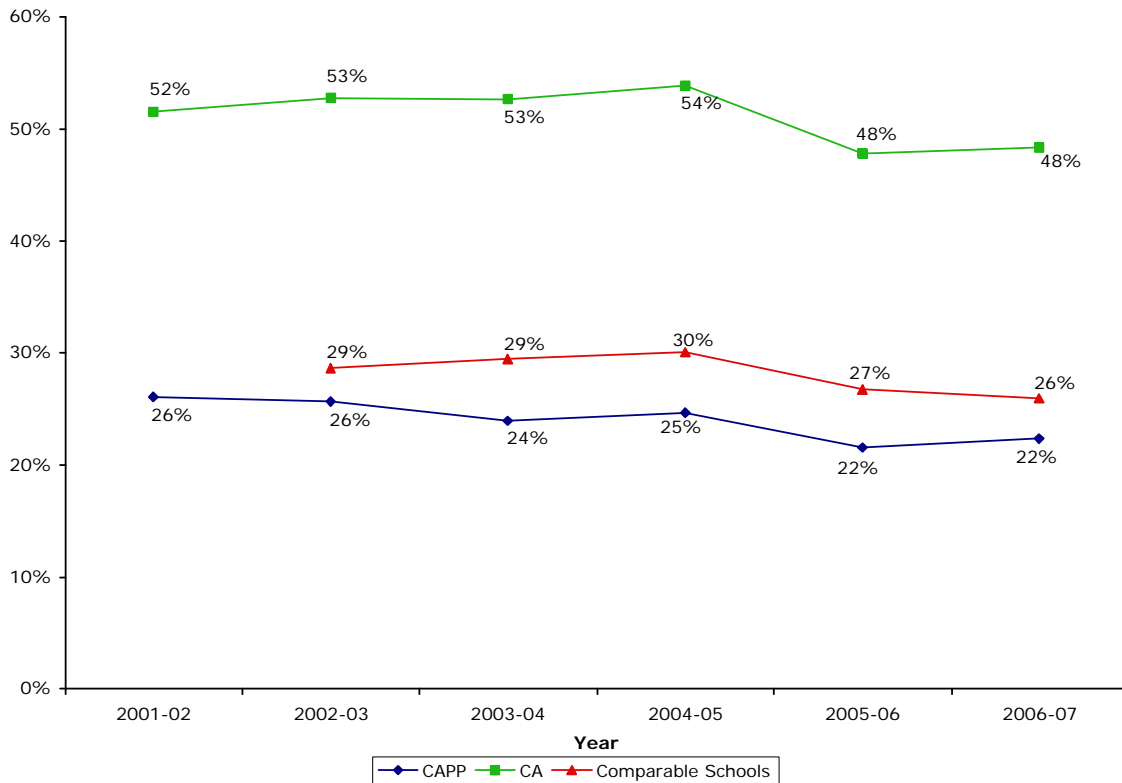
In order to measure student performance on the SAT over the course of the CAPP CAHSEE initiative, we collected annual data on the percentage of seniors taking the SAT who scored at or above the “target score” on the combined SAT. Prior to SY 2005-06, the target score was 1000, and included the math and ELA portions of the SAT; beginning in SY 2005-06, the target score increased to 1500, and included the writing portion of the exam in addition to the math and ELA portions. (The individual site project evaluation reports include additional school-level SAT performance measures, such as average scores on each portion of the SAT.)

As shown in Figure 5, the percentage of CAPP CAHSEE school seniors who scored at or above the target score declined slightly over the course of the CAPP CAHSEE initiative. In SY

2001-02, 26 percent of CAPP CAHSEE school SAT takers reached or exceeded the target score; in SY 2006-07, only 22 percent did. The percentage reaching the target score fluctuated slightly during the course of the initiative, but remained within the range of 26 and 22 percent each year. In other words, only about one quarter of the CAPP CAHSEE school students taking the SAT reached or exceeded the target score (1000 or 1500, depending on the year) each year during the initiative. This was about half the statewide rate, and about 3 to 5 percent below the rate of the comparable schools, both of which also declined slightly during the course of the initiative. As was the case for A-G course enrollment and performance, higher SAT participation corresponded with decreased SAT performance. In SY 2006-07, as CAPP CAHSEE schools reached a participation level of 29 percent, only 22 percent of students reached the target score, the lowest level in six years. The same inverse relationship existed for seniors statewide and at the comparable schools. Since increased SAT participation rates means that a broader spectrum of students took the exam, it is no surprise that average student performance on the SAT has decreased as participation has increased.

Figure 5

Percentage of SAT Takers Reaching Target Score¹⁰ ($\geq 1000/1500$) – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)



Student performance on the SAT varied considerably between the individual CAPP CAHSEE schools over the course of the initiative, as shown in Table 9. For example, in SY 2006-07, the percentage of seniors reaching or exceeding the target score ranged from a low of 13 percent to a high of 48 percent. In addition, SAT performance levels fluctuated from year to year at each CAPP CAHSEE school, frequently by as much as 15 percentage points or more from one year to the next. Among individual CAPP CAHSEE schools, there were no clear trends toward improvement, while there were several schools where SAT performance has decreased considerably over time. Only one school, Lower Lake High School, had SAT performance levels that were comparable to statewide; in fact, in SY 2006-07, 48 percent of students reached the SAT target score, the same rate of students statewide. Not surprisingly, this school also had the lowest participation rate of all the CAPP CAHSEE schools that year; only 14 percent of Lower Lake seniors took the SAT. In contrast, the same year, 13 percent of SAT takers at Sacramento

¹⁰ Calculated as a proportion of 12th graders who took the test, not the entire twelfth grade population (which is how CDE typically calculates this statistic). With the addition of the SAT writing test, the combined score target increased to 1500 in 2005-06; thus data for SY 2005-06 and beyond are not strictly comparable to data for previous years.

Charter High School reached or exceeded the target score, but almost half (48%) of the school's seniors took the exam, a much higher participation rate than other CAP schools, and substantially higher than the statewide participation rate of 37 percent.

Table 9

Percentage of SAT Takers Reaching Target Score¹¹ ($\geq 1000/1500$) – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)

<i>School</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Calexico High School	17	24	18	33	25	30
Chula Vista Senior High School	30	31	25	21	20	31
Farmersville High School	19	6	7	14	8	12
Hoopa Valley High School	N/A	12	47	9	39	21
Jordan High School	12	17	15	10	12	11
Lower Lake High School	42	42	62	65	56	48
Mar Vista Senior High School	20	28	28	28	31	27
Sacramento Charter High School	39	36	35	37	24	13
San Lorenzo High School	24	26	24	33	20	23
Shafter High School	31	34	26	29	15	20
CAPP CAHSEE school Average	26	26	24	25	22	22
Comparable School Average	N/A	29	29	30	27	26
California Statewide	52	53	53	54	48	48

Data source: <http://data1.cde.ca.gov/dataquest>

High School Graduation Rates

Over the course of the CAPP CAHSEE initiative, the graduation rate among the CAPP CAHSEE schools has been higher each year than the graduation rate among the comparable schools and the high school graduation rate statewide. As shown in Figure 6, when the initiative began in SY 2001-02, the graduation rate among the CAPP CAHSEE schools was 90 percent, compared to 87 percent statewide, and 86 percent among the comparable schools. The CAPP CAHSEE school graduation rate increased to a high of 93 percent in SY 2004-05, before declining sharply the next two years, to 88 percent in SY 2005-06, and 85 percent in SY 2006-07. Graduation rates statewide and among the comparable schools have also been in decline. The average graduation rate among the comparable schools reached a high of 88 percent in SY 2003-04, and has gradually dropped to 81 percent in SY 2006-07, four percentage points lower than

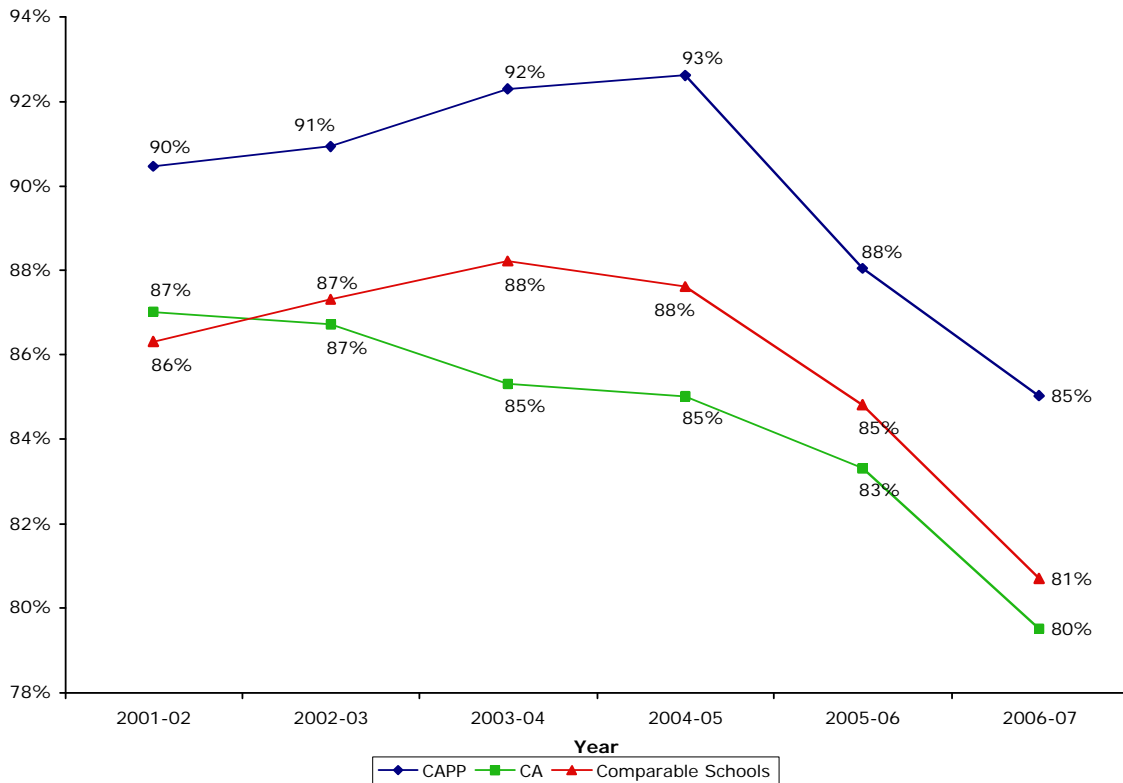
¹¹ Calculated as a proportion of 12th graders who took the test, not the entire twelfth grade population (which is how CDE typically calculates this statistic). With the addition of the SAT writing test, the combined score target increased to 1500 in 2005-06; thus data for SY 2005-06 and beyond are not strictly comparable to data for previous years.

the CAPP CAHSEE school average. In contrast, the statewide graduation rate has been in steady decline during the course of the CAPP CAHSEE project, falling from 87 percent in SY 2001-02 to 80 percent in SY 2006-07, five percentage points below the CAPP CAHSEE school average.

It is not clear why the graduation rate among the CAPP CAHSEE schools has been consistently higher than the statewide average throughout the initiative, or why the statewide graduation rate has been in decline throughout the initiative years, while the CAPP CAHSEE school graduation rate has only been declining since SY 2005-06. Higher graduation rates among the CAPP CAHSEE schools may indicate that the support activities implemented at the CAPP CAHSEE schools helped students persist in school. However, given that the graduation rate among CAPP CAHSEE schools was already higher than the graduation rate statewide even at the beginning of the CAPP CAHSEE initiative suggests that there are other factors at play.

Figure 6

High School Graduation Rate¹² – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)¹³



The high school graduation rate dropped steeply among the CAPP CAHSEE schools – as it did statewide and among the comparable schools – beginning in SY 2005-06, the year the CAHSEE became a graduation requirement. This suggests that the CAHSEE requirement presented an obstacle to graduation for many students statewide. Moreover, the graduation rate among the CAPP CAHSEE schools fell more steeply than did the statewide graduation rate. The graduation rate among the CAPP CAHSEE schools fell 5 percentage points from SY 2004-05 to SY 2005-06, while the graduation rate among the comparable schools and statewide fell by 3 and 2 percentage points, respectively. Graduation rates continued to decline in SY 2006-07. However, the precise change in the graduation rate cannot be accurately established because beginning in SY 2006-07, as footnoted below, graduation and dropout statistics were calculated

¹² The Graduation Rate formula is based on the National Center for Education Statistics (NCES) definition: Number of Graduates (Year 4) divided by Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4).

¹³ Beginning in SY 2006-07, graduation rate data calculations included student-level data (dropout counts for SY 2006-07) for the first time. While this provides a more accurate estimate of the actual graduation rate, it would be misleading to simply compare this year's graduation rate to that of previous years, which were derived using aggregate enrollment and dropout data.

using student-level dropout data for the first time. While providing a more accurate picture of graduation rates, graduation (and dropout) data cannot accurately be compared with data from previous years. The fact that the graduation rate declined more steeply among the CAPP CAHSEE schools (and their comparison schools) than statewide suggests that the CAHSEE requirement may have posed a comparatively bigger challenge for students at lower performing high schools.

Table 10

High School Graduation Rate¹⁴ – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)¹⁵

<i>School</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Calexico High School	92	89	93	97	96	88
Chula Vista Senior High School	90	93	96	96	92	90
Farmersville High School	84	93	97	92	91	84
Hoopa Valley High School	92	94	93	93	94	88
Jordan High School	91	91	86	92	79	80
Lower Lake High School	88	84	93	100	93	89
Mar Vista Senior High School	90	92	90	90	89	90
Sacramento Charter High School	86	84	96	90	85	58
San Lorenzo High School	97	97	99	92	87	90
Shafter High School	92	93	92	90	91	83
CAPP CAHSEE school Average	91	91	92	93	88	85
Comparable School Average	86	87	88	88	85	81
California Statewide	87	87	85	85	83	80

Data source: <http://data1.cde.ca.gov/dataquest>

Annual high school graduation rates varied by school during the six years of the CAPP CAHSEE initiative. Most of the CAPP CAHSEE schools reached their highest graduation rates in the middle years of the project, generally between SY 2002-03 and SY 2004-05, with reported graduation rates ranging from 92 and 100 percent. Graduation rates declined for most of the schools in SY 2005-06, and again in SY 2006-07, during which graduation rates ranged from a low of 58 percent to 90 percent. Since the CDE graduation rate formula includes dropout data for grades 9 through 12, and given that beginning in SY 2007-08 these data will be collected at the

¹⁴ The Graduation Rate formula is based on the National Center for Education Statistics (NCES) definition: Number of Graduates (Year 4) divided by Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4).

¹⁵ Beginning in SY 2006-07, graduation rate data calculations included student-level data (dropout counts for SY 2006-07) for the first time. While this provides a more accurate estimate of the actual graduation rate, it would be misleading to simply compare this year's graduation rate to that of previous years, which were derived using aggregate enrollment and dropout data.

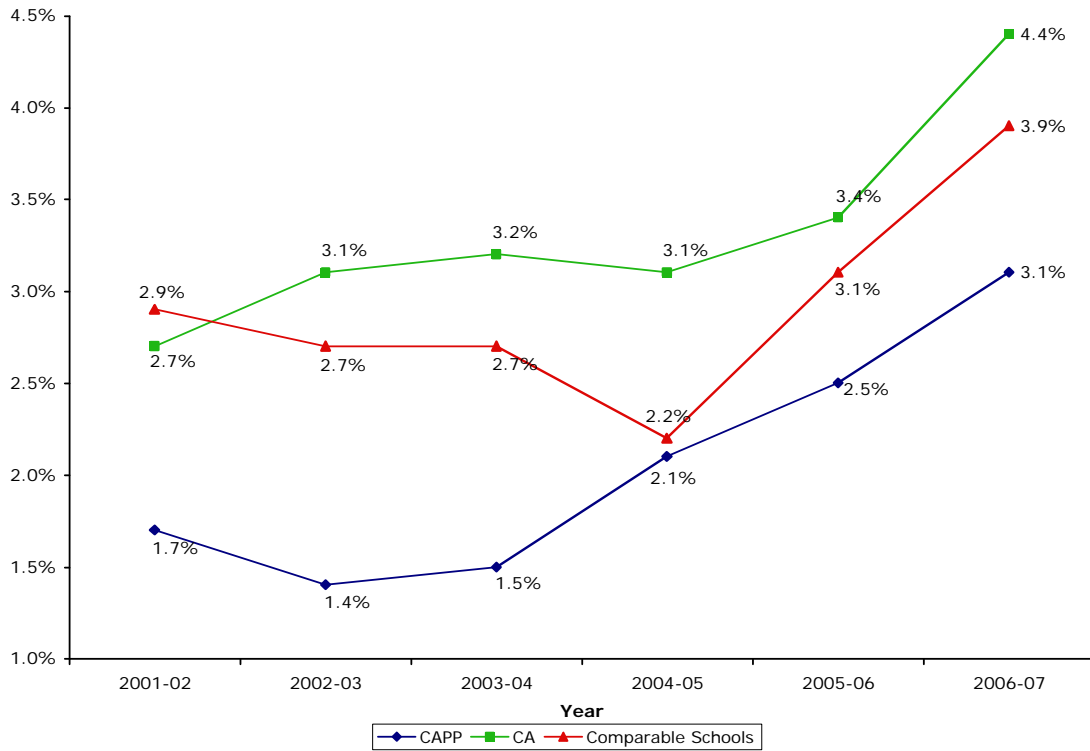
student level and significantly more accurate, it is likely that in the coming years, graduation rates will move higher. In addition, beginning in SY 2007-08, Special Education students are required to pass the CAHSEE in order to graduate from high school, which will also likely translate into higher graduation rates.

High School Dropout Rates

The average dropout rate among the CAPP CAHSEE project schools was relatively stable during the first years few years of the CAPP CAHSEE initiative, before increasing each year beginning in SY 2004-05. As shown in Figure 7, when the initiative began in SY 2001-02, the CAPP CAHSEE school average dropout rate was 1.7 percent; after increasing steadily over the last three years, the CAPP CAHSEE school dropout rate reached 3.1 percent. Throughout the six years of the initiative, the dropout rate among the CAPP CAHSEE schools has been slightly lower than the dropout rate of the comparable schools and statewide. While it is not possible to explain this trend definitively, it may indicate that increased student support efforts at the CAPP-funded schools are making a difference. Targeted support for students most at risk of not passing the CAHSEE – and therefore most at risk of not graduating – may be helping students stay in school and persevere, even if their academic performance is not improving significantly.

Figure 7

High School Dropout Rate¹⁶ – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)¹⁷



Statewide, high school dropout rates have been increasing slightly over the course of the CAPP CAHSEE initiative, from 2.7 percent in SY 2001-02 to 4.4 percent in SY 2006-07. Like the CAPP CAHSEE school dropout rate, the both the dropout rate among the comparable schools and statewide have been rising at a faster pace since SY 2005-06, the year the CAHSEE became a graduation requirement. This may indicate that students who fail to pass the CAHSEE by their senior year are at increased risk of dropping out of school. It is important to note that, beginning in SY 2006-07, dropout data were collected at the individual student level for the first time. While this provides a more accurate picture of the actual dropout numbers, the higher dropout figures for SY 2006-07 are not strictly comparable to data from previous years, and should not be interpreted solely as an increase in the incidence of student dropouts.

¹⁶ The 1-Year Dropout Rate formula is based on the NCES definition: (Gr. 9-12 Dropouts divided by Gr. 9-12 Enrollment) X 100

¹⁷ Beginning in SY 2006-07, dropout rates were derived from student-level data for the first time. While this provides a more accurate count of how many students actually dropped out, it would be misleading to simply compare this year's dropout rate to that of previous years, which were derived using aggregate enrollment and dropout data.

The annual student dropout rate for individual CAPP CAHSEE schools varied considerably throughout the CAPP CAHSEE initiative. As shown in Table 11, when the initiative began in SY 2001-02, the CAPP CAHSEE school dropout ranged from a low of 0.1 percent to a high of 4.2 percent. At most of the CAPP CAHSEE schools, dropout rates increased over the course of the initiative, although in most cases they fluctuated from year to year. In SY 2005-06, the year the CAHSEE first became a graduation requirement, most of the CAPP CAHSEE schools actually had lower dropout rates than in the previous year. The following year, SY 2006-07, the dropout rate increased for nine of the ten schools, ranging from a low of 1.6 percent to a high of 4.8 percent. For half of the ten CAPP CAHSEE schools, their SY 2006-07 dropout rate was the school's highest during the six-year initiative period. However, as discussed above, due to the transition to student-level dropout data beginning in SY 2006-07, dropout data for that year cannot be compared accurately to that of previous years' data. While actually dropout rates may have increased significantly, at least part of the difference is likely due to more precise data collection rather than changes in the proportion of student dropping out.

Table 11

*Dropout Rate*¹⁸ – CAPP CAHSEE Schools, Comparable Schools, and California Statewide Average (2002 – 2007)¹⁹

<i>School</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Calexico High School	2.5	1.7	1.3	0.9	0.5	3.2
Chula Vista Senior High School	1.2	0.4	1.1	1.1	0.8	2.5
Farmersville High School	2.9	1.3	2.8	2.1	1.2	2.0
Hoopa Valley High School	1.5	1.4	1.1	1.2	0.0	3.1
Jordan High School	1.1	1.3	1.5	1.5	5.8	4.8
Lower Lake High School	0.7	1.2	0.5	0.4	1.8	2.2
Mar Vista Senior High School	1.5	2.4	1.9	2.1	1.1	1.7
Sacramento Charter High School	4.2	2.4	3.4	4.0	3.8	3.9
San Lorenzo High School	0.1	0.5	0.1	5.0	2.1	1.6
Shafter High School	1.8	1.2	1.8	3.2	1.4	4.0
CAPP CAHSEE school Average	1.7	1.4	1.5	2.1	2.5	3.1
Comparable School Average	2.9	2.7	2.7	2.2	3.1	3.9
California Statewide	2.7	3.1	3.2	3.1	3.4	4.4

Data source: <http://data1.cde.ca.gov/dataquest>

Higher Education Enrollment

One of the goals of the CAPP CAHSEE initiative was to prepare students for college. In particular, the initiative was designed to support the CAPP CAHSEE schools to prepare students to matriculate directly to four-year institutions of higher education (IHE), such as the University of California (UC) and the California State University (CSU). Therefore, WestEd evaluators collected data on the number of CAPP CAHSEE school graduates who enrolled directly (as opposed to transferring in from a two-year institution) in California-based public universities, namely UC and CSU. For comparison purposes, we also collected enrollment data for students enrolling in community colleges (CC).

Figure 8 shows the percentage of CAPP CAHSEE school graduates enrolling as freshmen at UC, CSU and CC from SY 2001-02 through SY 2006-07, compared with the respective enrollment rates of high school graduates statewide. Overall, each year between 39 and 67

¹⁸ The 1-Year Dropout Rate formula is based on the NCES definition: (Gr. 9-12 Dropouts divided by Gr. 9-12 Enrollment)X100

¹⁹ Beginning in SY 2006-07, dropout rates were derived from student-level data for the first time. While this provides a more accurate count of how many students actually dropped out, it would be misleading to simply compare this year's dropout rate to that of previous years, which were derived using aggregate enrollment and dropout data.

percent of CAPP CAHSEE school graduates enrolled in college.²⁰ When the CAPP CAHSEE initiative began in SY 2001-02, 45 percent of CAPP CAHSEE school graduates enrolled in college, compared with 56 percent statewide; by SY 2006-07, 67 percent of CAPP graduates enrolled directly in college, compared with 58 percent of students statewide. As depicted in Figure 8, the main source of variation in the overall college going rates was the percentage of students enrolling in community colleges, which fluctuated considerably from year to year, especially among CAPP CAHSEE school graduates. During the six-year initiative period, annual community college enrollment ranged from 26 to 46 percent among CAPP graduates, and between 33 and 37 percent for high school graduates statewide.

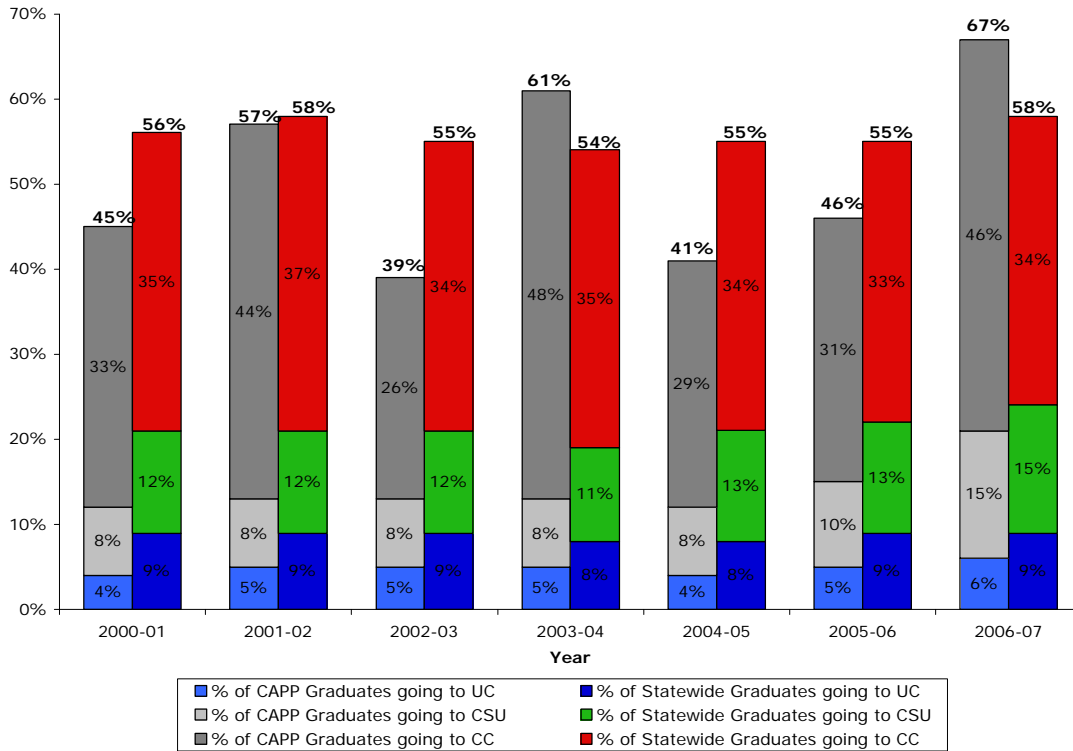
College enrollment data over the course of the CAPP CAHSEE initiative suggest that the initiative may have helped to increase the rate of matriculation to UC and CSU among CAPP CAHSEE school graduates. As shown in Figure 8, over the course of the initiative, the percentage of CAPP CAHSEE school graduates enrolling in UC held relatively steady at between 4 and 5 percent between SY 2000-01 and SY 2005-06, compared with between 8 and 9 percent of high school graduates statewide. Then, in SY 2006-07, six percent of CAPP CAHSEE school graduates enrolled in UC, an increase from the previous year, and the highest UC enrollment rate for CAPP CAHSEE school graduates in the six years of the initiative. Moreover, since statewide student enrollment that year remained flat at 9 percent, the gap between CAPP CAHSEE school and statewide student enrollment at UC narrowed. In SY 2000-01, the difference between CAPP CAHSEE school and statewide matriculation UC was 5 percentage points; by SY 2006-07, the difference decreased to 3 percentage points.

CSU enrollment trends followed a similar pattern. During the course of the initiative, the percentage of CAPP CAHSEE school graduates matriculating directly to CSU held steady at 8 percent between SY 2000-01 and SY 2004-05, compared with a statewide matriculation rate of between 11 and 13 percent during the same years. Then, in SY 2005-06, the percentage of CAPP graduates matriculating to CSU increased to 10 percent, compared with a statewide enrollment rate of 13 percent, the same level as the prior year. The CAPP CAHSEE school enrollment rate increased again in SY 2006-07, when 15 percent of CAPP CAHSEE school graduates matriculated directly to CSU, matching the 15 percent enrollment rate statewide. Thus, in SY 2006-07, CAPP CAHSEE school graduates matriculated to CSU at about twice the rate they had during the first five years of the initiative. Moreover, in SY 2006-07, for the first time during the initiative, CAPP CAHSEE school graduates were just as likely to enroll in CSU as students statewide.

²⁰ The college-going rates may actually be somewhat higher, as these data do not include students who enrolled in private or out-of-state public colleges and universities.

Figure 8

Percentage of Graduates going to UC, CSU, and CC – CAPP CAHSEE schools and California Statewide Average (2001 – 2007)



Most of the CAPP CAHSEE schools significantly increased the percentage of their graduates matriculating directly to UC and CSU over the course of the CAPP CAHSEE initiative. As shown in Table 12, for most of the CAPP CAHSEE schools, the percentage of graduates enrolling at UC fluctuated considerably from year to year; however, in most cases the enrollment rates were higher in SY 2005-06 and SY 2006-07 than earlier in the initiative. In SY 2006-07, between 2 and 14 percent of the previous spring’s graduates enrolled at UC campuses, and five of the CAPP CAHSEE schools saw their graduates enrolling in UC undergraduate programs at more than twice the rate they had in previous years.

Table 12

Percentage of graduates going to UC – CAPP CAHSEE schools and California Statewide Average (2001 – 2007)

<i>School</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Calexico High School	4	7	7	4	4	6	8
Chula Vista Senior High School	4	6	8	7	4	7	6
Farmersville High School	1	1	2	3	6	2	7
Hoopa Valley High School	2	2	3	0	2	0	2
Jordan High School	3	2	2	2	2	2	4
Lower Lake High School	1	1	2	0	3	6	3
Mar Vista Senior High School	4	5	7	6	4	3	4
Sacramento Charter High School	6	8	3	4	3	9	14
San Lorenzo High School	6	9	6	8	6	8	7
Shafter High School	1	2	3	2	1	2	3
CAPP CAHSEE school Average	4	5	5	5	4	5	6
California Statewide	9	9	9	8	8	9	9

Data source: <http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

The same year, as shown in Table 13, graduates of seven of the ten CAPP high schools matriculated directly to CSU at the highest rate during the course of the initiative; between 6 and 25 percent of the previous year's graduates enrolled at CSU in SY 2006-07. In addition, five of the ten CAPP CAHSEE schools that year exceeded the statewide rate for students enrolling at CSU.

These recent increases in UC and CSU enrollment indicate that the CAPP CAHSEE initiative may have played a significant role in helping students at the CAPP CAHSEE schools prepare for and matriculate directly to four-year college programs. Given that an increasing proportion of CAPP CAHSEE school graduates are fulfilling the A-G course requirement and becoming eligible for admission to UC and CSU, this college enrollment trend is likely to continue in the coming years.

Table 13

Percentage of graduates going to CSU – CAPP CAHSEE schools and California Statewide Average (2001 – 2007)

<i>School</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Calexico High School	5	5	3	5	5	5	6
Chula Vista Senior High School	10	6	7	6	7	11	16
Farmersville High School	6	4	4	13	16	11	21
Hoopa Valley High School	10	5	7	8	21	17	13
Jordan High School	10	6	7	10	10	9	13
Lower Lake High School	9	5	6	6	6	13	9
Mar Vista Senior High School	6	5	6	7	8	10	14
Sacramento Charter High School	9	11	15	8	10	14	25
San Lorenzo High School	17	28	18	14	12	15	18
Shafter High School	3	4	10	7	3	6	19
CAPP CAHSEE school Average	8	8	8	8	8	10	15
California Statewide	12	12	12	11	13	13	15

Data source: <http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

In summary, longitudinal student performance data indicate that there has been progress made during the course of the CAPP CAHSEE initiative, although progress overall has been mixed and moderate. On average, CAPP CAHSEE school performance has continued to be lower than that of students statewide on most student performance measures, although in most cases the gap is narrowing. In most areas, there has been considerable variation between individual CAPP CAHSEE schools, some of which have achieved significant improvements in student outcomes.

An increasing percentage of students are passing the CAHSEE during the tenth grade, in both math and English-language arts. While considerable performance gaps persist among various student subgroups, CAHSEE pass rates are increasing for every student population with the exception of Special Education students. Cumulative CAHSEE pass rates are increasing as well; in fact, by the end of their senior year, students at the CAPP CAHSEE schools, on average, are just as likely to have passed the CAHSEE as are students statewide.

Overall, while an increasing proportion of students at the CAPP CAHSEE schools have participated in college preparatory activities – such as enrolling in A-G courses and taking the SAT – there has been a decline in overall performance. While more students at the CAPP CAHSEE schools are enrolling in college preparatory (A-G) courses, overall performance has declined. The same pattern exists for SAT participation and performance; as a larger proportion of students at the CAPP CAHSEE schools have taken the SAT, overall performance on the exam has declined.

However, among CAPP CAHSEE school graduates, an increasing proportion have been successfully completing the full A-G course sequence required for admission to UC and CSU. In addition, over the course of the initiative, high school graduation rates decreased overall, while dropout rates increased, although CAPP CAHSEE school students, on average, were more likely to graduate – and less likely to drop out – than were students statewide.

Perhaps most promising, graduates of CAPP CAHSEE schools have recently begun to matriculate directly to UC and CSU at significantly higher rates than previously. In fact, in the last couple of years, the gap between CAPP and statewide student enrollments at UC has declined to within 3 percentage points, while last year, CAPP graduates enrolled in CSU at the same rate as high school graduates across the state. These trends may continue, as an increasing proportion of students successfully pass the college preparatory course sequence required for admission to UC and CSU.

While student performance outcomes were moderate, the outcomes at the school and teacher level, presented in the following section, were more dramatic. If the school-level student support activities can be sustained, it is likely that there will be continued improvement in student performance in the coming years.

SCHOOL AND TEACHER OUTCOMES

Through the activities implemented at the CAPP CAHSEE project schools and as part of the overall CAPP CAHSEE initiative, there have been a number of positive outcomes and promising trends among schools and teachers. While the student academic performance outcomes presented in the previous section were moderate and mixed, the CAPP CAHSEE initiative clearly had a positive impact at the school and teacher level, as evidenced by the implementation results at the schools and results from the annual teacher survey. The initiative led to significant improvements in teacher instructional quality and practices, as well as improving upon student support systems at the schools. Many of these reforms have taken root, becoming institutionalized as part of the CAPP CAHSEE schools' instructional practices and academic culture. While each school had its own unique mix of activities and strategies, as well as their own issues and challenges, the schools and teachers appear to have benefited from participating in the CAPP CAHSEE initiative in a number of ways. As described below, school-level outcomes include: enhanced student academic support systems and efforts; improved standards-based instructional practices; increased use of student performance data to inform instruction; increased teacher collaboration around curriculum and instruction; improved attitudes about collaboration; and enhanced teacher professionalism, leadership, and satisfaction.

Enhanced Student Academic Support Systems and Efforts

Over the course of the CAPP CAHSEE initiative, teachers at the CAPP CAHSEE project schools increasingly embraced school reform efforts aimed at helping all students achieve at higher levels. This was particularly true among faculty in the math and English-language arts departments, where most of the project efforts and activities were focused. In addition, the schools stepped up their efforts to support students in passing the CAHSEE, particularly once it became a graduation requirement in SY 2005-06 and it appeared that many students were at risk of not passing. The CAPP CAHSEE schools developed – and in some cases, improved upon existing – support efforts to help students pass the CAHSEE. Most of the schools focused increasing levels of support on students who did not pass the CAHSEE during tenth grade.

Teachers increasingly aligned their curriculum and instruction with the CAHSEE so that standards embedded in the test would be covered in their regular instruction. During the course of the CAPP CAHSEE initiative, a large and steadily increasing proportion of teachers felt their “instruction incorporated the content standards students needed in order to pass the CAHSEE”, from 86 percent in SY 2001-02, to 99 percent in SY 2006-07. In addition, teachers increasingly reported that their “department’s classroom practices changed in response to the CAHSEE”,

from 73 percent in SY 2001-02 to 97 percent in SY 2006-07. Teachers' assessments were also brought into alignment with the CAHSEE. An increasing percentage of teachers reported "modifying their student assessments based on the CAHSEE", from 54 percent in SY 2001-02, to 80 percent in SY 2006-07.

Over the course of the CAPP CAHSEE initiative, the faculty and staff of the CAPP CAHSEE schools increasingly believed that their enhanced instruction and support efforts were providing students the support needed to pass the CAHSEE. For example, the percentage of teachers who believed that "the CAPP resources at my school will help students be prepared to pass the CAHSEE" increased from 74 percent in SY 2002-03 to 94 percent in SY 2006-07. These sentiments were mirrored in the high CAHSEE pass rates among CAPP CAHSEE school students as they approached graduation.

Improved Standards-based Instructional Practices

Through participating in the CAPP CAHSEE initiative, many teachers gained a deeper understanding of standards-based instruction, and increased the extent to which they adopted standards-based instructional practices. Through professional development activities they received through the CAPP CAHSEE grant, many math and ELA teachers developed their capacity to incorporate state curriculum standards into their instructional units, develop and use rubrics to assess student work based on their mastery of standards, and develop skills in using assessment as a tool for re-teaching and improving instruction.

Many teachers were initially resistant to shifting from more traditional instructional practices to standards-based instruction. For some, this was due to their belief that they were already practicing standards-based instruction, given that, for example, they were using a "standards-based" textbook and were able to identify the specific content standards embedded in their instructional units. In addition, especially at the schools participating in the ILI, many teachers found the process of collaborating with other teachers to create common units, scoring rubrics, and evaluating student work both challenging and time consuming. In some cases, the collaboration process served to exacerbate pre-existing tensions between teachers. In addition, the time required for collaboration placed an additional burden on teachers who had limited – if any – time allocated for lesson planning and collaboration.

Teachers observed and interviewed throughout the project increasingly demonstrated both a better understanding of and appreciation for standards-based instruction. A number of teachers actively involved in ILI training and practice at their schools noted that, while at first the ILI process seemed foreign or too time consuming, over time they became more familiar with the process and eventually came to view it as a superior process for assessing student work and

developing instructional units. According to teacher survey responses, teacher attitudes and practices relating to the value of standards-based instruction improved during the course of the project. For example, the proportion of teachers who agreed with the statement “we are better able to identify students’ specific academic needs using standards-based assessments and scoring with shared rubrics” increased from 61 percent in SY 2004-05 to 89 percent in SY 2006-07.

Increased Use of Student Performance Data to Inform Instruction

Through the course of the CAPP CAHSEE initiative, schools increasingly used student performance data to inform curriculum and instruction. Many teachers developed their ability to use student performance data – at both the classroom and individual level – to guide instructional planning and target specific areas where individual students needed more support. This was particularly true for math and ELA teachers involved in the ILI, as teachers would analyze student performance and pinpoint specific areas that called for re-teaching. The proportion of teachers reporting that they used student test results from the CAHSEE to modify their own instructional practices increased from about half (51%) in SY 2002-03 to about three-quarters (78%) in SY 2006-07.

Increased Teacher Collaboration Around Curriculum and Instruction

Involvement in the CAPP CAHSEE initiative provided teachers with a variety of opportunities to collaborate with their colleagues within their departments and schools, as well as with teachers at feeder schools and at other CAPP CAHSEE project schools. As part of their CAPP CAHSEE projects, math and ELA teachers collaborated regularly within their departments to improve the quality of instruction and assessment, and incorporate the standards students needed to master for the CAHSEE. For many teachers, collaborating within their departments constituted a major change in their instructional practice, as many had rarely, if ever, collaborated with colleagues to plan curriculum and instruction. At many of the CAPP CAHSEE schools, department meetings were infrequent, or focused primarily on administrative rather than instructional issues.

In addition to collaborating with their departmental colleagues, math and/or ELA teachers at about half of the CAPP CAHSEE school projects forged or improved upon existing vertical teaming efforts with their feeder schools. As described previously, collaboration between the CAPP CAHSEE schools and their feeder schools led to improved course placement decisions for students entering high school, as well coordinated efforts to provide students the academic support they needed in math and ELA. Teachers also had opportunities through CAPP

workshops, conferences, regional ILI meetings, and the Design Studios to develop productive and supportive relationships with colleagues at other CAPP CAHSEE schools.

As described earlier, some of these collaborative practices have continued, and schools have created master schedules that allow for teacher collaboration time, often through practices such as early student release days or late student arrival days. However, in many cases time for collaboration has not been built in to the schedule, thereby making it challenging for departments to collaborate internally or with counterparts from other schools.

During the course of the CAPP CAHSEE initiative, teachers increasingly collaborated with their colleagues on instructional issues, including creating assessments, scoring assessments, and incorporating curriculum standards into their instruction and assessments. According to results of the annual teacher survey, the majority of respondents collaborated regularly with their colleagues on curriculum and instruction, and the proportion of teachers collaborating increased steadily through the final year of the project. In SY 2004-05, half (50 percent) of the teachers surveyed reported that they “usually discuss and agree on how to score assessments”; this proportion increased to 83 percent by SY 2006-07. In fact, by SY 2006-07, almost all of the surveyed teachers reported “usually collaborating on instructional issues” (93 percent); “usually collaborating on creating assessments” (97 percent); and “usually discussing how to incorporate curriculum standards into instruction and assessments” (90 percent). While it is unlikely that the survey results reflect teaching practices schoolwide, they do suggest that through the course of the CAPP CAHSEE initiative, teachers increasingly collaborated with their colleagues and felt that it enhanced the quality of curriculum and instruction.

Improved Attitudes about Collaboration

The process of collaborating with colleagues within their departments and at other schools during the CAPP CAHSEE initiative appears to have helped to improve teachers’ attitudes toward collaboration. As described earlier, teachers were overwhelmingly positive about the various opportunities they had for intra- and interschool collaboration, including the CAPP conferences, ILI trainings on site and regionally, and the Design Studios. In addition, data from the annual teacher survey demonstrate that attitudes about collegial collaboration improved over the course of the CAPP CAHSEE initiative. Teachers were asked, beginning in SY 2004-05, several questions pertaining to how collaborating with colleagues impacted their instruction. The percentage of teachers agreeing that “my instruction improves when I collaborate” almost doubled in just two years, increasing from 51 percent in SY 2004-05, to 99 percent in SY 2006-07. Similarly, the percentage of teachers agreeing that “my assessments are better when I collaborate” increased from 52 percent to 93 percent in the two years. This suggests that teachers

had a positive experience collaborating around curriculum and instruction, and that their experiences during the CAPP CAHSEE initiative dramatically influenced their attitudes toward the value of collaboration.

Enhanced Teacher Professionalism, Leadership, and Satisfaction

Many teachers involved in CAPP CAHSEE project activities derived an enhanced sense of professionalism and satisfaction from the various opportunities they had for professional development and collaboration with colleagues at their own and other CAPP CAHSEE schools. At the school level, particularly for those schools that participated in ILI and embraced the practice of department-wide collaboration, teachers had regular opportunities to work with colleagues on developing instructional units, as well as developing and scoring assessments. As a result, many teachers interviewed at the CAPP CAHSEE school sites reported feeling increased satisfaction as well as decreased isolation.

At many of the CAPP CAHSEE schools, teachers and other school staff took on increasing responsibility to keep reform efforts going, often assuming leadership roles to involve more teachers and make sure the implementation of student support activities continued. This was especially true for schools at which continuous changes in administrative leadership and staffing threatened to derail activities planned as part of the CAPP CAHSEE projects.

As described previously, through CAPP-sponsored workshops and professional development events, such as the regional ILI workshops and the Design Studios, CAPP CAHSEE school project teams had opportunities to collaborate with teams from other schools, forging ongoing relationships and sharing successful strategies and models for supporting students. Participant surveys and evaluations of these CAPP-sponsored reflected that teachers and other CAPP CAHSEE project staff were overwhelmingly appreciative of the opportunities they received to develop their professional skills and collaborate with other teachers. The larger regional and statewide events provided teachers the rare opportunity to collaborate with colleagues, from their own and other schools. In addition, these professional development activities engaged teachers as professionals and leaders, with as much to teach as to learn, an aspect of the CAPP-sponsored events about which teachers were especially appreciative.

IMPLEMENTATION CHALLENGES

Most of the CAPP CAHSEE projects faced considerable challenges in carrying out their projects according to their original implementation plans. One of the biggest challenges, which was experienced by almost all of the CAPP CAHSEE projects, was the high level of turnover among key project staff, including district and school administrators, faculty coaches, and teachers. (Like many lower performing public high schools, many of the CAPP CAHSEE schools were characterized by a high level of administrative and faculty turnover.) Inconsistent school leadership and significant levels of faculty turnover translated to inconsistent CAPP CAHSEE project leadership and implementation. For a number of the CAPP CAHSEE school projects, poor leadership and implementation included changing project priorities, lack of support for CAPP CAHSEE project activities, inadequate buy-in among staff, and inconsistent implementation of program activities. In several cases, the administrators, staff, or faculty who had originally applied for the CAPP CAHSEE grant left the school before the project was fully implemented, leaving the project without adequate leadership or support. While most schools were able to move forward with implementation, several schools did not have adequate buy-in at high levels to ensure project activities were carried out according to plan.

Especially when the school principal was also the defacto CAPP CAHSEE project director, school leadership changes disrupted the implementation of the project. In addition, in some cases the new principal was not familiar with or committed to the goals of the CAPP CAHSEE initiative or the site-specific objectives of the school's CAPP project, which led to the midcourse discontinuation of some project activities, or reduced efforts to implement activities as planned. The lack of consistency and commitment from school administrators was particularly problematic at schools at which there were existing tensions within the math and/or ELA departments, or between particular faculty members. The result in some cases was that project activities were not implemented fully, or discontinued all together. However, as noted previously, at several CAPP CAHSEE schools, especially where faculty members collaborated well, the lack of administrative consistency or leadership created an opportunity for some teachers to take on leadership roles and collaborate with their colleagues to ensure that project activities were implemented.

Another challenge faced by many of the CAPP CAHSEE project schools was that teachers frequently did not have adequate time to collaborate regularly with their colleagues. At several of the schools, department meetings were not regularly scheduled, were held infrequently, or were used primarily for administrative rather than instructional purposes. Some administrators failed to allocate adequate time for faculty collaboration because they did not understand or support the CAPP CAHSEE initiative, or understand the critical need for faculty collaboration as part of the

project. Similarly, at several of the CAPP CAHSEE schools, math and ELA teachers were not provided adequate time or opportunities to fully implement CAPP CAHSEE project activities or participate in CAPP-funded professional development activities. This was often the case at schools where there was inadequate administrative support for or buy-in to the CAPP CAHSEE project.

Existing tensions and distrust among faculty members at some of the CAPP CAHSEE schools also created obstacles to implementing CAPP CAHSEE project activities, including faculty collaboration. These tensions were often exacerbated by the high levels of administrative and faculty turnover, as well as established political alliances and power struggles. In addition, at a number of the CAPP CAHSEE schools, teachers had been doing things their own way for so long that some were reluctant to do things differently. For some teachers, the notion of collaboration within the department – and especially trading their autonomy for a new system in which colleagues were going to observe and possibly criticize their established practices – proved very threatening. At several schools, these issues led to increased tensions between faculty, and led some teachers to leave.

Some of the CAPP CAHSEE schools did not take full advantage of the various opportunities that CAPP provided for both formal and informal professional development. At several of the CAPP CAHSEE schools, especially those located in more rural areas, the lack of an adequate pool of qualified substitute teachers made administrators and teachers less able to arrange for substitute teachers to allow math and ELA teachers to participate in faculty collaboration around curriculum and instruction at their schools, or participate in off-site activities such as the CAPP workshops and Design Studios. In many cases, there were legitimate reasons for their reluctance to leave students who were struggling academically with substitute teachers lacking subject area certification. However, in other cases, school administrators simply failed to plan far enough ahead to ensure that qualified substitute teachers were in place. In a number of cases, this lack of advance planning and coordination was an indication of lack of administrative support for the CAPP CAHSEE project and its goals.

INSTITUTIONALIZATION

Most of the CAPP CAHSEE projects have institutionalized one or more of the site-based activities they began, or improved upon, during the course of their project. Among the activities that appear most likely to be sustained by the CAPP CAHSEE project schools are student support activities targeted to students most at risk of not passing the CAHSEE. As described in this report, these include school-based homework and study centers, individual and group tutoring, and providing additional workshops to provide supplementary academic support and CAHSEE preparation. Two student support program models – Calexico High School’s Saturday parent-student CAHSEE preparation workshops and Mar Vista High School’s homework center – have become institutionalized at the schools that developed them. In addition, these programs have become models for other schools for providing student academic support and increasing parent involvement, and have been replicated to some extent by several of the other CAPP CAHSEE schools.

Another activity that has become institutionalized at a number of the schools is ongoing faculty collaboration around curriculum and instruction, particularly in math and English-language arts departments where collaborative practices have been well established. Within these departments, faculty members continue to collaborate in creating and revising common assessments and instructional units, as well as in collectively reviewing student work and establishing agreements about how to evaluate student performance using standards-based measures. At several schools, teachers continue to meet regularly within their departments or with a subset of faculty who teach the same courses. While some schools have built time into the master schedule for collaboration, many teachers have created or supplemented time for collaboration by meeting together before, during or after school, or on weekends.

Most of the CAPP CAHSEE projects either forged or strengthened existing partnerships with their feeder schools and college partners during the course of the CAPP CAHSEE initiative, and a number of these partnerships will likely continue. Several of the CAPP high schools have continued to work collaboratively with feeder schools, engaging in vertical teaming efforts around instructional planning, curriculum articulation, textbook adoption, student course placements. Several of the CAPP CAHSEE schools worked with feeder schools to identify incoming freshmen students at risk of not passing the CAHSEE in order to plan academic support.

Productive partnerships with institutions of higher education have been institutionalized and will likely continue for several of the CAPP CAHSEE schools. At most of the schools, the partnerships with IHE’s waxed and waned during the CAPP CAHSEE initiative period, in accordance with different activities that involved the partners, such as tutoring by college

students. The projects with the most sustained IHE partnerships involved the latter as CAPP CAHSEE project co-directors or in other key roles. Some of the partnership activities most likely to be sustained include the involvement of college students as tutors for high school students, and college support activities such as providing information and outreach to high school students and their parents.

Finally, at a number of the CAPP CAHSEE project schools, teachers increasingly assumed leadership roles in working with their colleagues, administrators, and others to improve the quality of instruction, curriculum, and support for students at their schools. Teacher leadership and involvement in school improvement and creating a more academic culture at the CAPP CAHSEE schools has become institutionalized. As described earlier, teacher leadership has helped schools contend with administrative turnover and lack of administrative leadership or support. At some of the schools, the institutionalization of teacher leadership has led to increased teacher involvement in key decisions, such as selecting new teachers based on their willingness to collaborate around curriculum and instruction. Ultimately, the increased leadership role of teachers is helping to develop these schools as professional learning communities focused on schoolwide instructional improvement and academic success for all students.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Through the CAPP CAHSEE initiative, CAPP provided the ten school partnership projects the funding, resources, and support that enabled them to implement school-based activities designed to support improved student performance on the CAHSEE. In addition, CAPP resources, including a variety of professional development opportunities, supported the schools in improving the quality of their curriculum and instruction, thereby promoting improved student academic achievement and preparation for college. As documented in this report, the CAPP CAHSEE initiative helped to bring about important student, teacher, and school outcomes at the CAPP CAHSEE schools. Given that many of the promising practices developed during the initiative have become institutionalized, it is likely that student performance will continue to improve in the years ahead.

Longitudinal student performance data collected and analyzed throughout the initiative period, as documented in this report, indicate that student academic achievement at the CAPP CAHSEE schools overall was moderate and somewhat uneven, although there are some promising trends. Throughout the initiative, CAPP CAHSEE school student performance on most measures, on average, was consistently lower than that of students statewide, although in many areas the performance gap has been narrowing. As documented in this report and the individual school site evaluation reports, there has also been considerable variation between the individual CAPP CAHSEE schools; at some schools, student performance in some areas has improved dramatically, while at other schools, there was less improvement.

CAHSEE pass rates increased for both tenth grade students and seniors at the CAPP CAHSEE schools during the course of the initiative. The proportion of students at the CAPP CAHSEE schools who passed the CAHSEE during the tenth grade increased substantially, in both math and English-language arts, although there has not been substantial improvement in the last several years. This was also the trend among tenth grade students statewide. In addition, while considerable performance gaps have persisted among student subpopulations, tenth grade CAHSEE pass rates increased over the course of the initiative for every student subgroup, with the exception of Special Education students.

While tenth graders at the CAPP CAHSEE schools passed the CAHSEE at significantly lower rates than did tenth graders statewide, by the end of the twelfth grade, students at the CAPP CAHSEE schools were about as likely to have passed the CAHSEE as were students statewide. This suggests that the efforts made by the CAPP CAHSEE schools to target additional academic support to students who had not passed the CAHSEE by the tenth grade were effective in helping students pass both parts of the CAHSEE by the end of the twelfth grade.

The average high school graduation rate among the CAPP CAHSEE schools increased during the first few years of the initiative, and then began to decrease beginning in SY 2005-06, the year in which the CAHSEE first became a graduation requirement. The average dropout rate among the CAPP CAHSEE schools increased slightly during the same period. Statewide graduation and dropout rate trends were similar, although throughout the initiative, CAPP CAHSEE school students, on average, were more likely to graduate – and less likely to drop out – than were students statewide.

The CAPP CAHSEE initiative appears to have had a mixed impact on college preparation among students. Overall, an increasing proportion of students at the CAPP CAHSEE schools participated in college preparatory activities – such as enrolling in A-G courses and taking the SAT. However, not surprisingly, broader student participation was accompanied by a decrease in overall performance, as the percentage of students passing A-G courses and reaching SAT target scores declined. Many students were not adequately prepared for the more academically challenging coursework, or the academic content reflected in the SAT.

Among CAPP CAHSEE school graduates, preparation for and matriculation to four-year postsecondary institutions is on the rise. In the last few years, an increasing proportion of CAPP CAHSEE school graduates successfully completed the full A-G course sequence required for admission to UC and CSU. In addition, graduates of the CAPP CAHSEE schools have recently begun to matriculate directly to UC and CSU at significantly higher rates than they had previously. Last year, the percentage of CAPP CAHSEE school graduates enrolling directly in UC was only 3 percentage points lower than that of high school graduates statewide, and CAPP CAHSEE school graduates enrolled in CSU at the same rate as did high school graduates across the state. These positive matriculation trends are likely to continue, given the increasing proportion of students at the CAPP CAHSEE schools successfully passing the full college preparatory course sequence required for admission to UC and CSU.

Student performance outcomes and trends varied considerably between the ten CAPP CAHSEE schools, as documented in this and the individual site chapter reports. Some of the CAPP CAHSEE schools were more successful at making progress toward student performance goals than others. As for any school reform effort, it is not realistic to expect dramatic or consistent improvement in student academic outcomes, especially within the first few years. As described in the evaluation reports, most of the CAPP CAHSEE schools faced considerable challenges in implementing their CAPP CAHSEE projects during the six years of the initiative, most notably significant administrative and faculty turnover, lack of sustained school and project leadership, and changing student demographics, especially the growing numbers of under-prepared and EL students.

While the CAPP CAHSEE initiative did not bring about dramatic overall improvement in terms of its overarching student outcome goals, the CAPP CAHSEE schools clearly benefited in ways that set the stage for improved student performance in the future. As documented in this and the individual site evaluation reports, the CAPP CAHSEE initiative helped to support a number of important school- and teacher-level outcomes. Most of the CAPP CAHSEE schools made significant progress in terms of improving the quality of curriculum and instruction, adopting standards-based instructional and assessment practices, and developing effective student academic support programs. Teachers at the CAPP CAHSEE schools increasingly collaborated around curriculum and instruction, took on leadership roles to ensure that effective practices were implemented and sustained, and provided data-driven, individualized academic support to their students. These improvements at the school and teacher level will likely lead to continued improvement in student performance on the CAHSEE, as well as improved academic outcomes for students, including preparation for and matriculation to higher education.

The CAPP CAHSEE initiative clearly helped to support the schools develop as professional learning communities. The schools developed effective approaches to supporting students academically, both by improving the quality of curriculum and instruction, and by providing targeted support to students needing additional support. Teachers collaborated with their colleagues around developing curriculum and assessments, as well as on assessing student work. In addition, faculty and staff collaborated across schools, sharing effective strategies for supporting students academically. Given that many of these practices have become institutionalized, it is likely that students will have increasing success in passing the CAHSEE and developing a solid academic foundation based on the mastery of content standards, which in turn should lead to improved academic achievement, increased persistence in high school, and higher levels of college preparation and enrollment.

Through the CAPP CAHSEE initiative, the CAPP CAHSEE projects were provided a variety of opportunities to engage in both formal and informal professional development and networking opportunities, such as the Instructional Leadership Initiative, the Design Studios, CAPP conferences and workshops, and participation in the annual P-16 conference. Involvement in these and other activities clearly led to sustained and productive collaboration among faculty and staff of the CAPP CAHSEE schools, as well as to the development of the schools as professional learning communities. In a number of cases, the CAPP CAHSEE project schools shared with each other promising practices and successful approaches to providing academic support to students. For example, as described in this report, successful student support strategies developed at Mar Vista and Calexico High Schools, among others, were adopted or used as models by other project schools for designing their own support programs. CAPP CAHSEE project schools shared – and continue to share – effective strategies for staffing homework

centers with qualified teachers and tutors, increasing student utilization of homework centers, involving more parents in the academic life of their children, and providing more targeted instruction and support to students.

Site-specific recommendations for each of the CAPP CAHSEE schools are included in the individual school site reports. In addition, a companion report prepared to disseminate findings from this evaluation includes a set of strategies – based on the experiences of the CAPP CAHSEE schools – that lower performing schools can employ to support students in passing the CAHSEE and preparing for college. Based on the findings of this evaluation, as well as the process of the evaluation itself, we offer the following recommendations for CAPP to consider in supporting future school reform initiatives and projects.

- *Continue to provide opportunities for grantee schools to collaborate and network with one another, especially along the models of the ILI and Design Studios.*

CAPP CAHSEE project faculty and staff received a variety of opportunities during the course of the initiative to collaborate across project sites. As discussed in this report, opportunities such as the CAPP-sponsored conferences and workshops, the Instructional Leadership Initiative workshops, and the Design Studios allowed project teams to work together across sites, observe and learn first-hand about effective project activities and strategies, build on each others' successes and ideas, and engage as professionals in teaching, learning, and problem solving. These activities provided school teams a rare opportunity to visit other schools and observe colleagues in action as they addressed similar challenges. Many of these collegial relationships have been sustained, providing ongoing opportunities for school personnel to share specific strategies, promising practices, and program models. In addition, visiting other schools and working together as school teams helped to develop cohesion among school faculty and staff. While obviously an expensive endeavor, inter-school collaboration and networking opportunities would provide a rare and highly beneficial complement to any school reform effort, and would likely strengthen the commitment, professionalism, and leadership among the faculty and staff involved.

- *Require that grantee schools allocate sufficient time for ongoing faculty participation in professional development and collaboration.*

Some of the more successful CAPP CAHSEE schools were those at which department faculty were provided regularly scheduled time during which to collaborate around developing curriculum and assessments, discuss or observe instruction, and assess student work. At some schools, however, this time was not built into the master schedule. While some dedicated

teachers found ways to collaborate with their colleagues, often using their own time before or after school, or on weekends, this is not a sustainable approach, nor is it likely to promote the involvement of all teachers. It is essential that school and district leaders commit to allocating adequate and regular time for teachers to collaborate around instruction. This may require that districts support schools by establishing early-release days for students, or finding a similar mechanism for creating regular non-student time during which teachers can work together. Unless schools are required to provide teacher collaboration time, it is unlikely that all schools will voluntarily provide it, especially given the associated costs and competing pressures on teacher time.

- *Consider requiring that grantee project partners share project directorship responsibilities in order to provide stable project leadership.*

Project leadership was often adversely affected by frequent administrative changes at the school, especially when a key school administrator was also the defacto project director. Requiring projects to be co-directed by a project partner may help to stabilize project leadership, and ensure that there is more continuity in maintaining the vision, goals, and priorities of the project, as well as implementing project activities according to plan. This may also help to promote and maintain the active participation of key partners in the project, and help sustain project partnerships.

- *Encourage school projects to actively involve parents in project activities, perhaps by requiring parent involvement in some project activities.*

It is a challenge to involve parents at the high school level, and despite their outreach efforts, many schools do not expect to have high levels of parent participation. The experience at Calexico High School demonstrated that, when required to participate, parents (or other family members) will do what it takes to support the academic success of their children. The active involvement of parents and other family members Saturday support classes helped improve the attendance and academic performance of students, and helped parents understand the academic challenges students faced. In addition, parent involvement clearly had positive benefits for the parents as well as their children. Requiring parents to participate in selected project activities may be an effective strategy for improving parent involvement, and ultimately improving student academic success, by broadening the support network for students and creating connections between schools and families.

- *Encourage school projects to collaborate more extensively with feeder schools.*

Several of the CAPP CAHSEE projects developed or expanded their collaboration with feeder schools, which improved the curriculum alignment between the schools, helped schools make appropriate course placement decisions, and promoted the development of more targeted and effective student support activities. Given that such a large proportion of students are coming to high school underprepared for passing the CAHSEE and enrolling in A-G courses, more collaboration between high schools and their feeder schools is needed. Where possible, elementary schools should be included in collaboration efforts as well.

➤ *Take measures necessary to ensure that schools provide timely and reliable data.*

When expecting schools to provide data for reporting or evaluation purposes, CAPP should take whatever measures necessary to make sure that schools provide data in a timely manner, and that the data provided are accurate and reliable. This may require contractual arrangements specifying the timeline for data submission, and making a substantial portion of project funds contingent on the submission of timely data. It may be helpful to require schools to appoint a person (or persons) responsible for providing and vetting data; this person should have a good understanding of data and be able to explain how they were derived and calculated. Depending on the nature of the data, it may be useful to specify a formula for calculating the requested data, so that it is uniformly reported across sites. Alternatively, it may be better to ask for raw data, and put the responsibility for all data analysis on the external evaluator. Given the high turnover among school staff, schools should be required to inform CAPP and the external evaluator of any staff changes that affect data collection, and make sure that data collection responsibilities are communicated and transferred accordingly.