

Teachers Network Leadership Institute

Santa Barbara County TNLI MetLife Fellow

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Research Summery

Rational:

It seems fairly obvious why education needs common assessment and testing. Much has been studied about how to teach the standards and how to motivate students to do well on standardized tests, but it seems that one major component has been left out in the state of California: students' motivation to do well on a "low stakes test" when the district and state place such high stakes on the same test. This is the crux of what this study will examine.

Question:

The state's understanding of student motivation during standardized testing is built on the assumption that students want to do well on this test. This study is designed to ask the question: Is there variants to student motivation, and, if so, what are they? Also from the students' perspective, what is their motivation during testing and what does this tell us about the accuracy and validity of testing?

Research/Readings:

In education a great deal of emphasis is placed on these "high stakes tests," and because funding and jobs are attached to these tests, much has been studied on "how to teach to the standards" and "tips for getting students to score well on the standardized test." After an in-depth review of the literature, however, there is no supporting documentation of a high school student's perspective of these tests nor what level of motivation a student might have to perform well.

Subjects and Tools:

The subjects in the current study were enrolled in one of three high schools located within the same district on California's Central Coast. For the purpose of this study, the district

will be called Lamb Unified School District, and the schools will be referred to as School A, School B, and School C (the alternative high school for Lamb Unified School District).

In 2008 after surveying over 700 students from the three high schools, some interesting trends emerged which seemed to correlate with each school's API score. The same trends were correlated the following year in 2009 when over 600 students were surveyed. Only tenth grade students were surveyed from School A and School B, the traditional high schools. With School C, the local alternative high school, all students ninth through eleventh grade that took the CST participated in the survey.

Data: Participants by School in Spring of 2006, 2007 and 2008

	<u>School A</u>			<u>School B</u>			<u>School C</u>		
	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
API	776	768	769	678	681	687	543	469	400
Survey Samples		338	297		329	199		80	62
Positive Responses		251	234		225	154		29	40
% Positive		74%	78%		68%	77%		36%	65%

When determining positive responses, if a student answered that s/he tried on most or all of the four tests, it was coded as a positive response. (Refer to the survey at the end of this paper.) It is evident that not all of the students from the three high schools tried as hard. When looking at a bar graph the higher number of positive responses (from students that admitted to trying their best) correlates with that school's higher API. This is just a portion of the results the survey further looked at other demographics to determine if there were variants in student motivation.

Policy Recommendations:

This study proves the State's assumption is wrong two years in a row; not all students have the same motivation to do well on this test. Even after the alternative site went to great lengths to increase student motivation they still had a much lower percentage of students that tried on the test then the two comprehensive sites. There are variants to a student's motivation, and there seems to be a correlation between socioeconomics, ethnicity, parent's education level, and course schedules (AP, ELD, ESL, etc). So it is time for the State to rethink this "high stakes test" because students are considering it a "low stakes test". The implications from this study show that if the State is going to continue with the current practice, schools with a low

socioeconomic population, a multicultural campus, and parents with less education will be at a disadvantage. Students from these schools have less motivation to score well on this test, and it seems unfair that such a school's funding should be affected by poor results. The playing field for this test is not even. This is an issue that will not go away and must be addressed or more schools will fall in PI status, and soon even more schools will not meet the federal standard. If the state would place a "stake" on this test, students may be inclined to try harder.

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**CST: Why Me?
A Two-Year Study**

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Introduction

It seems obvious why education needs common assessment and testing: teachers and districts need a form of assessment to measure growth in their students. Unfortunately, the “high stakes” California State Test (CST) is not an assessment on which students place value. The state’s understanding of student motivation during standardized testing is built on the assumption that students want to do well on this test.

As the National Center for Fair and Open Testing (2007) explains, tests are considered “high stakes tests” if they are used to determine important decisions about students, such as whether or not they will be moved on to the next grade level. In education, a great deal of emphasis is placed on these “high stakes tests,” and because funding and jobs are attached to these tests, much has been studied on “how to teach to the standards” and “tips for getting students to score well on the standardized test.” If a test is a “high stakes test” then it is important enough to possibly override a student’s scholastic achievements. For example, if a student achieved well in grades and course work throughout high school but did not pass a “high stakes test,” then that student may not be able to graduate. Students are asked to take the California Standards Tests (CSTs) which are defined as “high stakes tests” for the district and state because they affect funding for the schools.

Unfortunately, to a student this is a “low stakes test” because performing well will not help a student graduate or get into a better college, and no credit is given for achievement. Much has been studied about how to teach the standards and how to motivate students to perform on standardized tests, but it seems that one major component has been left out in the state of California: students’ motivation to do well on a “low stakes test” when the district and state place such high stakes on the same test. This is the crux of what this multi-year study will examine:

Are there variants to student motivation, and, if so, what are they? Also, from the students' perspective, what is their motivation during testing and what does this tell us about the accuracy and validity of testing? For the first year (2008), a base line has been set to later establish any difference in student motivation in 2009 in which positive motivation incentives were put into place.

Review of Literature

This study draws upon research on high stakes tests such as the California High School Exit Exam, the California Standards Test, and the Alternative Schools Accountability Model. I also focus on the associated scoring measures of Academic Performance Index and Adequate Yearly Progress.

California Standards Test

A uniform state testing system has been established so that school districts are able to demonstrate what their students have learned at the end of a school year. Currently, the state of California uses the Standardized Testing and Reporting (STAR) program to assess schools and school districts. The California Department of Education explains the STAR program as including the following four components:

- California Standards Tests (CST)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)-Grades 3 and 7 only
- Aprenda: La prueba de logros en español, Tercera edicion (Aprenda 3)

The California Department of Education defines the CSTs as “tests that were developed specifically to assess students’ knowledge of the California content standards. The State Board of Education adopted these standards that specify what all California children are expected to know and be able to do in each grade or course” (California Department of Education, 2006).

According to the CA Department of Education (2006), students take the tests that are used in the STAR program based on the grade in which each student is currently enrolled. There are a few exceptions to the math and science portions of the tests, one being that a student will only take those portions if s/he has completed or will complete the course by the end of the academic year. The following is an example of what a typical 10th grader would be tested on: English-Language Arts Multiple Choice, Math (only if course completed), and Science (end of course test in either Biology/Life Science, Chemistry, Physics, and Integrated/Coordinated Science). In addition to the end-of-course test, all 10th graders would also complete a Life Science and History-Social Science test. The testing coordinator at each school site would make the determination of which students will be tested and in which areas.

Academic Performance Index

The API, or Academic Performance Index, is California's system for measuring school performance and improvement. The API is a measurement standard which was first developed in 1999 as part of California's Public School Accountability Act. In the beginning of each year, the state calculates a baseline for a school's academic performance and then sets the annual target for growth. In the fall, the state announces the Growth API for the school which reflects the increase in the API from year to year (Great Schools, 2008).

Scores for the California High School Exit Exam (CAHSEE)¹ and the CSTs are converted statistically to produce a school's API. The purpose of this is to rank schools in order to identify and "punish" low-performing schools. Each school in California is assigned a score from 200 to 1000, with 800 being the state's minimally accepted score. There is then a three-tier system used to balance out the tests, whereby schools are assigned to one of the three tiers based

¹ The CAHSEE must be passed with a score of 330 in both English Language Arts and Math in order for students to graduate.

on family income. This system was put into place by the state because of the discrepancies between schools in California being held to the same standards, though having grossly different facilities, materials, and access to curriculum. According to People's Guide to High Stakes Testing in California, 2007, the practical effect of the three-tier policy is to set lower test score expectations for schools that primarily accommodate children of color, the poor, and recent immigrants. However, advocates of high stakes standardized testing argue that all students in California should be held to the same standards.

Adequate Yearly Progress

The AYP, or Adequate Yearly Progress, is the federal accountability system that falls under the No Child Left Behind (NCLB) legislation that was signed into law on January 8, 2002. There are three primary goals for NCLB: to raise all academic standards for all students, to ensure that there are highly-qualified teachers in every U.S. classroom, and to increase opportunity and reduce the race gap among students. Any educator would agree that these are valuable and necessary, though there is controversy behind NCLB due to the way the federal government is enforcing the act. States are required to adapt a system of accountability which includes academic standards and annual testing of the standards. In California, we use the Standardized Testing and Reporting (STAR) test.

The federal government states that all students in all schools are expected to score in the "proficient" level in reading and math by 2014, and all schools must meet the AYP. Each school must achieve a specific number of points each year in order to avoid federal sanctions. Schools that fall short for two years in a row will be considered failing. Parents of children that are attending a failing school have the right to transfer their child to a school that currently meets or exceeds the federal AYP. The transportation costs will be subtracted from the failed school's

Title 1 funds. In 2004, \$12.5 billion in Title 1 funds were provided to schools that service low-income children, which was approximately 53% of the nation's public schools at that time.

It is important to understand what the API and AYP stand for and measure because of the sanctions that can occur if a school does not meet its target. Schools that do not make their API are referred to as "failed schools" and are subject to "corrective action." To find out which schools are failing, one can access the California Department of Education Program Improvement webpage at <http://api.cde.ca.gov/>. If a school does not improve in three years, it is subject to closure and "reconstruction." In such cases, teachers, principals, and other school staff are either fired or reassigned (if they had tenure in the district). The administration of a "reconstructed" school is then turned over to the state or subcontracted to an education management team.

Alternative Schools Accountability Model

Another accountability model is the Alternative Schools Accountability Model (ASAM). There is one crucial difference in this model: participation in the ASAM is voluntary. ASAM includes continuation schools, court and community schools, Division of Juvenile Justice schools, opportunity schools, and charter schools. According to the California Department of Education 2008, the ASAM model emphasizes three main concepts:

- Student and school performance measures should be based on multiple indicators that assess a school's ability to serve high-risk students. The indicators should measure the change in learning readiness, engagement, and educational goal attainment as well as academic achievement and cognitive growth.
- Schools should be able to choose a variety of indicators, those most appropriate to their goals and student populations.
- A school's performance should be compared not with that of other schools, but rather with its own performance over time.

This program allows schools to be compared to other schools with the same

demographics. Unfortunately, as of 2007-2008, the ASAM model does not prevent a school from going into Program Improvement (PI) status. The API is the sole predictor of the Program Improvement at this time. This is very difficult for alternative programs because of the high level of mobility of high-risk students.

Property Values

Property values are also affected by this test. One may be wondering how a test taken in elementary and high schools can affect property values in a given town. The answer is simple and is linked to the reporting of the CST scores. The California Department of Education has stated that an individual student's scores will not be accessible to anyone but his or her school, parent, teacher, and self. This is not the case for the entire school and district; this information is public knowledge and is also listed on the Internet. If a campus or district has a good API score, then real estate agents will link its API with the school district's other information to appeal to prospective buyers with children in their household. Parents use the CST information to determine the location of the best schools in an area. Thus, students' scores have broader impacts on the community beyond the school walls.

Methods

After an in-depth review of the literature, however, there was neither supporting documentation of a high school student's perspective of these tests nor what level of motivation a student might have to perform well.

Research Question

This study focuses on the student side of the equation: students' motivation to perform well on the CSTs. More specifically, are there variants to student motivation, and, if so, what are they? What is their motivation during testing and what does this tell us about the accuracy and

validity of testing?

Participants

The students in the current study were enrolled in one of three high schools located within the same district on California's Central Coast. For the purpose of this study, the district will be called Lamb Unified School District, and the schools will be referred to as School A, School B, and School C (the alternative high school for Lamb Unified School District). This "coding" was used to protect the identity of the participating three schools and the district. The number of students in the district that were included on the 2007 API, according to the California Department of Education, was 7,857. The district 2006 base API was 728, and its 2007 score was also 728.

I analyzed survey results by ethnicity, gender, parent education level in order to explore possible variants to a student's motivation. I also looked at student responses in order to get a better understanding of what this test meant to the students, and their perception of what it meant to their teachers and school.

In 2008 Schools A and B had similar numbers of students participating in the survey, and in 2009 there were fewer students that participated in the survey from School B and C. In 2008 after surveying over 700 students, and in 2009 over 550 students from the three high schools, some interesting trends emerged which seemed to correlate with each school's API score. Only 10th grade students were surveyed from School A and School B, the traditional high schools. With School C, the local alternative high school, all students 9th through 11th grade that took the CST participated in the survey. (The reason for all grades being considered at the alternative schools is due to the fact the sample size for just 10th graders would have been too small.)

Data Analysis/Findings

When determining positive responses, if a student answered that s/he tried on most or all of the four tests, it was coded as a positive response. (Refer to the survey at the end of this paper.) I present findings in two sections: 1) comparisons of survey responses across schools A, B, and C by gender, grades, language proficiency, socioeconomic status, special education status, ethnicity, and parent education level; and 2) interventions implemented by schools A, B, and C to increase student motivation on the CSTs.

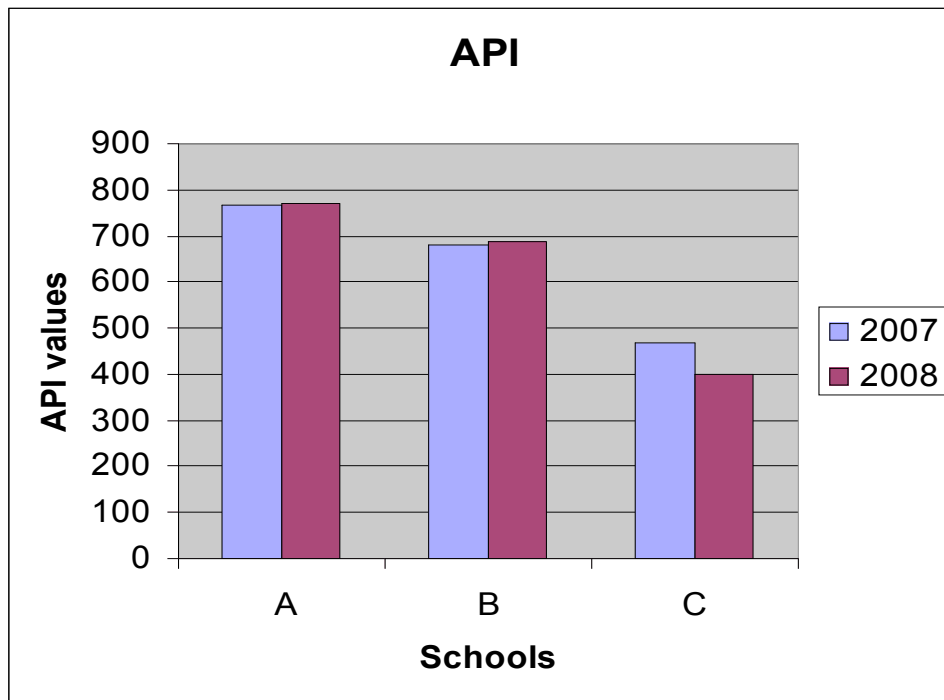
Trends in Student Performance Across Three Schools

Table 1 below show the findings from the survey. School A had an 8-point drop in its scores from 2006 to 2007. Even with a 3-point improvement, School B remained on Program Improvement (PI) during this time. School C had a big drop in scores from a 543 API to a 469, with this decrease causing the school to be placed on PI. The ASAM model no longer kept the alternative school out of PI status. After the 2008 student responses, there was a three-month wait time to receive the current year's scores from the state. Once received, they proved to correlate with student motivation from the survey. School A had a slight increase of 1 point, and School B had a slightly larger gain of 6 points. For this test, the more motivated the students, the better the school's API turned out to be. This is especially evident with School C (the alternative high school) experiencing an additional decrease of 69 points. In year two (2009) of the study, special emphasis was placed on School C in an attempt to get the students motivated to try harder. A more in-depth review of exactly what the alternative site did to motivate their students will follow.

Table 1
Participants by School in Spring of 2006, 2007 and 2008

	<u>School A</u>			<u>School B</u>			<u>School C</u>		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
API	776	768	769	678	681	687	543	469	400
Survey Samples		338	297		329	199		80	62
Positive Responses		251	234		225	154		29	40
% Positive		74%	78%		68%	77%		36%	65%

It is evident that not all of the students from the three high schools tried as hard. When looking at the following bar graph, the higher number of positive responses (from students that admitted to trying their best) correlates with that school's higher API.



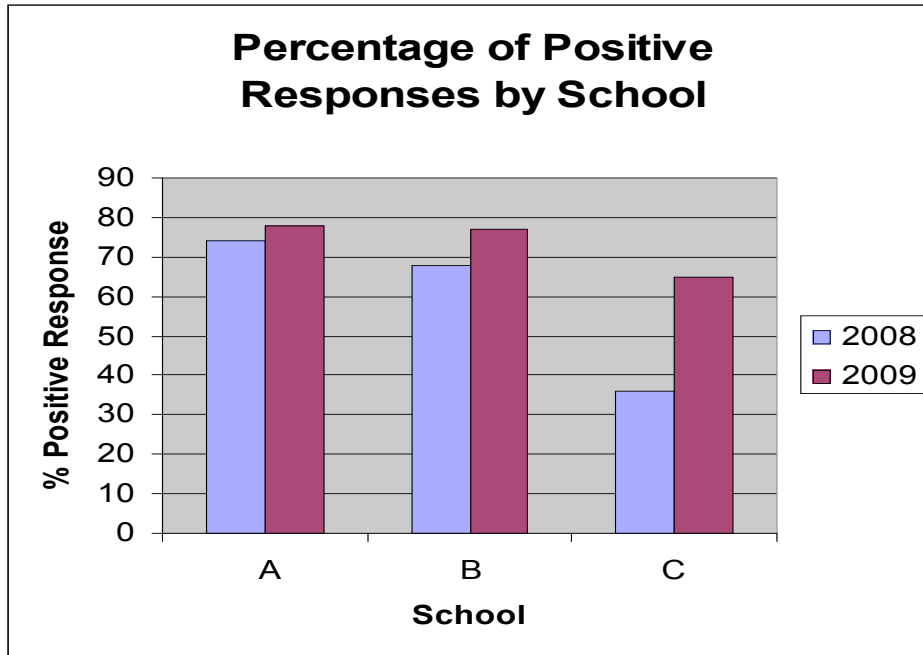


Table 2
Gender Breakdown by School in Spring of 2008 and 2009

	School A		School B		School C	
	2008	2009	2008	2009	2008	2009
Girls	52%	52%	57%	49%	39%	42%
Boys	48%	48%	43%	51%	61%	58%

The only significant factor for both years when looking at the gender section is that there are a large percentage of males at School C (alternative high school).

Table 3
Grades by School in Spring of 2008 and 2009

	School A		School B		School C	
	2008	2009	2008	2009	2008	2009
Mostly A's	12%	12%	7%	7%	1%	3%
A's and B's	27%	24%	30%	23%	1%	0
Mostly B's	12%	11%	6%	13%	1%	2%
B's and C's	28%	30%	35%	36%	24%	29%
Mostly C's	15%	9%	18%	15%	50%	47%
Less than C's	7%	9%	4%	6%	23%	18%

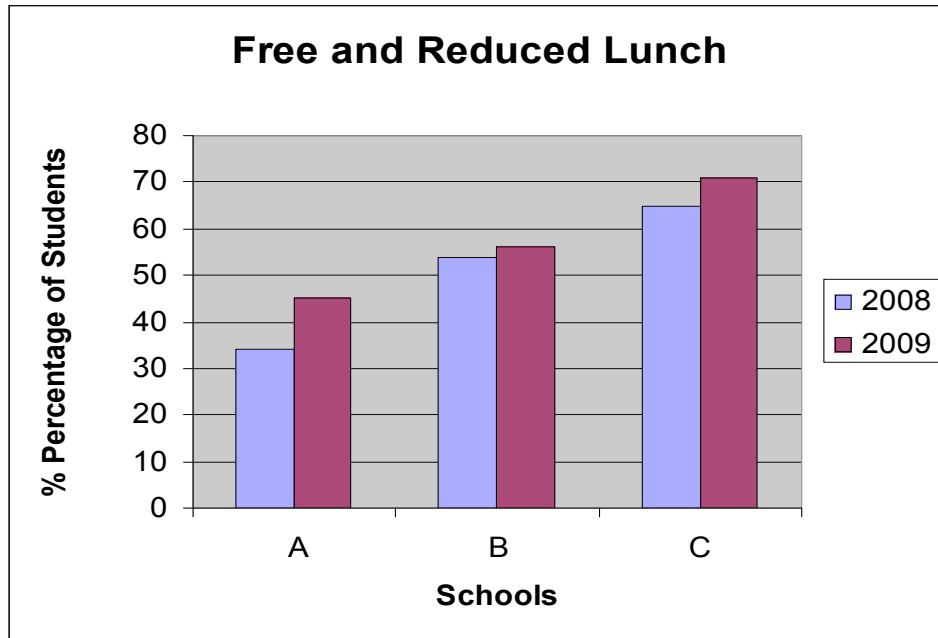
When looking at the grades for School A, over 50% (2008) and 48% (2009) of the students reported they received mostly A's and B's. This is less than School B, with only 43%

(both years) of the students reporting they received mostly A's and B's. It is hard to compare the alternative school's percentages due to the fact that the students receiving credit in a class are given a C grade. The students of School C did not include the grades they had before being transferred to School C.

Table 4
Other Indicators by School in Spring of 2008 and 2009

	<u>School A</u>		<u>School B</u>		<u>School C</u>	
	<i>2008</i>	<i>2009</i>	<i>2008</i>	<i>2009</i>	<i>2008</i>	<i>2009</i>
Free/Reduced Lunch	34%	45%	54%	56%	65%	71%
AP/GATE	25%	36%	20%	24%	10%	11%
ELD/ESL	9%	9%	17%	16%	13%	18%
RSP	6%	2%	4%	5%	1%	6%

In Table 4, the most significant indicator is the free and/or reduced lunch. Schools B and C are considered Title 1 schools. Because of this, the API becomes more important as some of the money from their Title 1 funds can be affected if the school is in PI status. This is also an indicator that the students from School B and School C are coming from a lower socioeconomic background. When comparing the three schools in Lamb Unified School District, there is a definite correlation between students receiving free or reduced lunches and the school's API: the more students on free or reduced lunch, the lower the API score.



Another indicator that seems to have an impact on API scores is whether or not a student is or was at one time enrolled in Gifted and Talented Education (GATE) or took Advance Placement (AP) classes. School A had the most students in this category, and they have the higher scores. This is consistent for the two years.

The English as a Second Language (ESL) and English Language Development (ELD) classes are designed to help students whose primary language it not English. They are special classes designed to assist students to acquire better use of the English language. This, too, was a significant difference between School A and School B. Historically, School B had more students enrolled in ELD/ESL courses, possibly resulting in lower overall test scores.

Table 5
Ethnicity by School in Spring of 2008 and 2009

	<u>School A</u>		<u>School B</u>		<u>School C</u>	
	2008	2009	2008	2009	2008	2009
White	43%	47%	20%	22%	20%	31%
Hispanic/Latino	34%	35%	62%	60%	61%	68%
African-American	7%	9%	5%	5%	8%	6%
Asian-American	6%	8%	5%	4%	0%	2%
Native American	2%	3%	1%	1%	3%	0%

Other	5%	9%	6%	7%	8%	3%
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School B and School C have very similar demographics when it comes to the ethnicity of their students, but there is an obvious difference when compared to School A. School A has significantly less Hispanic/Latino students and a greater number of White students.

Table 6
Parental Education by School in 2008

	<u>School A</u>		<u>School B</u>		<u>School C</u>	
	Mother	Father	Mother	Father	Mother	Father
No Education	2%	2%	4%	3%	8%	9%
Elementary School	3%	5%	7%	6%	1%	2%
Junior High/Middle School	7%	4%	10%	11%	5%	4%
Some High School	11%	3%	19%	22%	25%	20%
GED	1%	2%	4%	3%	1%	6%
High School Diploma	17%	21%	21%	22%	28%	23%
Some College	33%	23%	19%	16%	20%	11%
College Graduate (Bachelors)	16%	14%	8%	7%	6%	1%
Graduate Degree (Masters/PhD)	7%	10%	3%	4%	0%	0%

Table 7
Parental Education by School in 2009

	<u>School A</u>		<u>School B</u>		<u>School C</u>	
	Mother	Father	Mother	Father	Mother	Father
No Education	4%	4%	4%	4%	5%	15%
Elementary School	3%	2%	6%	5%	8%	10%
Junior High/Middle School	4%	4%	11%	11%	6%	6%
Some High School	6%	5%	19%	24%	23%	18%
GED	1%	2%	4%	3%	6%	3%
High School Diploma	19%	11%	20%	20%	24%	18%
Some College	27%	24%	20%	16%	13%	15%
College Graduate (Bachelors)	18%	14%	6%	7%	11%	3%
Graduate Degree (Masters/PhD)	5%	8%	5%	4%	0	0

For Lamb Unified School District, there is an obvious difference among the schools when it comes to the number of students' parents that have less than a high school diploma. In 2008-2009, when combining the percentages of both mothers and fathers at School A that have less than a high school diploma, the average is only about 20% (18%). This is much lower than that of School B which averages just over 44% (45%) when combined. School C is slightly more

than School B at just over 40% (50%). Schools B and C, with a greater number of parents having a lower level of education, do have lower APIs and lower overall test scores. It makes sense to say that parents who did not care to do well in school and who might not have placed emphasis on scholastic advancement or achieving a high school diploma for themselves may not instill in their children the importance of receiving good test scores.

Interventions for Increasing Student Motivation

When looking at all of the data it became obvious that students at the three different schools within the same district each had a different motivation to perform well on this test. Some school districts went to great lengths just to get students to show up and take the test. For example, some offered drawings for iPods, laptops, and other gift cards. At some school sites, teachers increased a student's grade if s/he scored at a certain level. Each site had its own way of motivating students.

In 2008, the administrator for School A placed posters around the campus showing the school's prior score in comparison to the other local high school scores. It was apparent this had an impact on the students because many commented they wanted to "beat the competition" and "be number one again". In 2009, School A came up with a different tactic: each teacher wore a special "Project 800" shirt on Fridays. It was the school's motto to get their score up to 800+. They again placed posters of their motto around the school and had assemblies to promote their goal. According to the administrator, the school would receive a reward if the goal was reached.

After multiple inquiries in 2008 into School B's motivation techniques, no response was given. In 2009, a teacher from that school reported that weekly homeroom discussions with their students—as well as a general assembly—were given about the importance of this test.

The presiding administrator for School C in 2008 reported that the homeroom teachers

emphasized to the students the importance of the test to both them and the school. In 2009, I took over as the coordinator for the CST for the alternative site. The school had a new administrator that year who decided a change must take place with the site's falling scores. The administrator, school counselor, and I completely revamped the CST protocol for our site. We started by talking with each student about his/her scores and assigning them a label: FBB (far below basic), BB (below basic), B (basic), P (proficient), and A (advanced). We placed posters around the campus which asked, "What are you? Are you an FBB or BB?...[and so forth]". After about a week all students knew their scores and their designation. Even the seniors who did not have to test wanted to know their label. This was just the first step in a multi-step process.

To further motivate School C's students to perform well, I then placed them into different testing rooms based on their previous year's test scores and/or based on teacher recommendation. (So, a 9th and an 11th grader could be placed in the same room if they had similar test scores.) Our thought process in doing this was to keep the highly-motivated students together—those who were more likely to encourage one another—from the lesser-motivated students who could hinder the class's performance. The separated classrooms also contained snacks (purchased by the Leadership class) which were selected and provided based on each room's test score level. For example, the students in the class that scored the highest (A-Advanced) were provided cheese, crackers, candy, apples, chips, juice, water, and much more. Each class then had progressively fewer snacks, with the FBB having just pretzels (the students named this the "pretzel room"). After the first day of testing, if a student appeared to try his/her best, s/he could be promoted to the next level/room, and if a student in a higher level/room appeared to be faltering, s/he would be demoted to the "pretzel room".

The next step in the process was to have an assembly and talk about the test. We had

theme music, with students dancing to our theme of “Raise the Roof” on our CST scores. For the students that scored a Proficient or Advanced on the 2008 CST, the school awarded credit in the class for which the student received the score (i.e., if a student scored an Advanced in 9th grade English, the student’s 9th grade English credit would be back-filled; if the student had already earned his/her 9th grade English credit, the credit would go into Electives). This reinforced with the students that their efforts would be rewarded. We had a competency-based testing policy for awarding credit, and the CST met that standard.

The final step was also more of an incentive whereby the students were told at the assembly that an increased test score of 75 points would be rewarded with a school-wide bar-b-que the first week of school. As a school site we were all very committed to this cause. Students seemed to buy into our plan (at least more than the preceding year), proven with a positive response of 65% in 2009, up from 36% in 2008. It is still obvious that even with all of our strategies in place, our school still has considerably less positive student motivation than the other two high schools in the survey. In two months from the date of this paper, the test scores will be released, and we will know if all of our hard work has paid off.

For both years, students from Schools A and B reported the test was important to them because “it showed what they learned”. Many students believed it would affect their admission to college, and they believed that if their school had a low score then they would have less of a chance getting “into a good college”. The prevailing reason students did not try on the test was the attitude of “it doesn’t matter to me; it doesn’t affect my grade, so who cares.” Most of the students from all three high schools felt the test was very important to their teachers and their school. Many students commented that they thought the teachers were being graded, and if they did not do well on the test, they thought their school’s funding would be reduced.

Another factor that may impact a student's motivation to do well on the test is age and grade level. The students that were surveyed were 10th grade students. It would be interesting to see if the 11th grade students had even less motivation to score well on the CST due to the fact that they are closer to graduation and would have to focus on the CAHSEE and AP tests, if applicable. From my experience, 10th graders are more willing to help out their school.

Conclusion

In this study, I argued that not all students have the same motivation to do well on the California Standards Test. There were variants to a student's motivation, and there seemed to be a correlation between socioeconomics, ethnicity, parent's education level, and course schedules (AP, ELD, ESL, etc). Therefore, it is time for the State to rethink this "high stakes test" because students are considering it a "low stakes test". The implications from this study show that if the State is going to continue with the current practice, schools with a low socioeconomic population, a multicultural campus, and students of parents with less education will be at a disadvantage. Students from these schools have less motivation to score well on this test, and it seems unfair that such a school's funding should be affected by poor results. The playing field for this test is not even. This is an issue that will not go away and must be addressed or more schools will fall in PI status, and soon even more schools will not meet the federal standard. If the state would place a "stake" on this test, students may be inclined to try harder.

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Glossary of Terms

AP	Advance Placement
API	Academic Performance Index
APR	Accountability Progress Reporting
ASAM	Alternative Schools Accountability Model
AYP	Adequate Yearly Progress
CAPA	California Alternate Performance Assessment
CAHSEE	California High School Exit Exam
CAT/6	California Achievement Tests, Sixth Edition
CDE	California Department of Education
CST	California Standards Test
ELD	English Language Development
ESL	English as a Second Language
GATE	Gifted and Talented Education
NCLB	No Child Left Behind Act
PI	Program Improvement
STAR	Standardized Testing and Reporting

2008 Student Survey – CST Testing

The following questions ask about you and your family. Please check only one box per question.

1. Are you a:
 - Girl
 - Boy

2. In terms of earned credit, what grade are you in?
 - 9th grade (Freshman)
 - 10th grade (Sophomore)
 - 11th grade (Junior)
 - 12th grade (Senior)

3. What grades do you usually get?
 - Mostly A's
 - A's & B's
 - Mostly B's
 - B's & C's
 - Mostly C's
 - Less than C's

4. Do you receive free or reduced price lunch? Yes No

5. Have you ever taken Advanced Placement or GATE classes? Yes No

6. Are you an ELD/ESL student? Yes No

7. Are you a RSP (Resource) student? Yes No

8. What is your ethnicity?
 - White
 - Hispanic or Latino
 - African American
 - Asian American
 - Native American
 - Other

9. What is the highest level of education for each of your parents? Check one for mother and one for father.

	Mother	Father
No Education		
Elementary School		
Junior High or Middle School		
Some High School		
GED		
High School Diploma		
Some College		
College Graduate (Bachelors)		
Graduate Degree (Masters, PHD)		

The following questions ask you about sections of the CST test that you recently completed.

A. Language Arts

How many questions did you try on in this section of the test?

- None Few Most All

Please explain your answer:

B. Science

How many questions did you try on in this section of the test?

- None Few Most All

Please explain your answer:

C. Science

How many questions did you try on in this section of the test?

- None Few Most All

Please explain your answer:

D. Math

How many questions did you try on in this section of the test?

- None Few Most All

Please explain your answer:

E. How important was this test to **you**?

- Not at all Not very important Important Very important

Please explain your answer:

F. How important do you think this test to **your teachers**?

- Not at all Not very important Important Very important

Please explain your answer:

G. How important do you think this test to **your school**?

- Not at all Not very important Important Very important

Please explain your answer:
