

## 2013 Regional Public Input Meetings on High School Accountability

Sacramento, April 17—Fresno, April 25—Contra Costa, April 26

Los Angeles, April 30—San Diego, May 1—Riverside, May 3, CDE Webcast May 6

### Purpose

The CDE, with the assistance of the San Joaquin County Office of Education (COE) and Technology Services Division (TSD), conducted six regional meetings and one Webcast in the months of April and May 2013, to gather input from stakeholders. The table below provides dates, locations, and number of participants.

Date	Location/Event	Number of Participants
April 17	Sacramento County Office of Education and Shasta County Office of Education via Web Link	40
April 25	Fresno County Office of Education	62
April 26	Contra Costa County Office of Education	46
April 30	Los Angeles County Office of Education	109
May 1	San Diego County Office of Education	68
May 3	Riverside County Office of Education	67
May 6	California Department of Education—Webcast hosted at Shasta COE	104
Total		496

At each meeting a representative from the Academic Accountability Unit of the Analysis, Measurement, and Accountability Reporting Division (AMARD) welcomed the participants and spoke about the enactment of SB 1458. The CDE representative provided background of the law and an overview of the CDE’s proposed overall plan and methodologies for incorporating graduation and college and career indicators into the API. Two handouts were provided: (1) “A Special Invitation from the State Superintendent of Public Instruction to Attend Regional Input Meetings on High School Accountability,” and (2) “Questions to Consider for Public Comment.” Both handouts were sent via e-mail before the regional meetings.

A total of 146 attendees provided public comments at the regional meetings. Participants in the Webcast were asked to provide comments to the e-mail address established for public comment ([api@cde.ca.gov](mailto:api@cde.ca.gov)). The CDE has received 47 e-mails after the Webcast providing comments. The table on the next page provides the type of organization, affiliation and/or job type of those who provided comments.

## Public Comment Attendee Counts

Organization/Affiliation/Job Type	Sacramento	Fresno	Contra Costa	Los Angeles	San Diego	Riverside	Web-cast E-mail	Total
Administrator (school, district, or county office of education)	8	14	15	12	11	10	18	88
Arts Organization	1	2	0	6	3	1	--	13
Civic Organization	3	3	1	1	1	0	--	9
College Faculty	0	1	0	0	0	0	3	4
Health/Safety Organization	1	5	2	1	1	0	1	11
Industry Representative	1	0	1	0	0	0	--	2
Parent	1	0	1	5	2	4	3	16
Regional Occupational Centers and Programs Administrator	4	1	1	0	0	0	2	8
Student	1	0	0	2	0	0	2	5
Teacher/Educator	1	0	9	5	2	2	3	22
Unknown	0	0	0	0	0	0	15	15
Total	21	26	30	32	20	17	47	193

-- = Unknown

### Public Comment

At the beginning of each meeting, participants viewed a video which provided background information on the proposed methodologies for incorporating graduation and college and career data in the API. After the video, time was provided for questions and answers before the meeting was opened for public comments.

### Graduation Indicator

#### ❖ *Do you support adding a graduation indicator into the API?*

Of the 193 people providing comments, 27 (24 speakers and 3 e-mails) provided input on this question. Of those 27, 22 supported credit for students who graduate after four years, one speaker suggested establishing standard definitions across districts, and four speakers suggested establishing a persistence or save rate.

In addition, eight e-mails were received supporting the inclusion of graduation data into the API.

### College and Career Indicator (CCI)

#### ❖ *What is your opinion on the methodology proposed for the CCI, as displayed in Attachment 2?*

Of the 193 people providing comments, 17 (16 speakers and 1 e-mail) provided input on this question. Of those 17, one person recommended data elements and a plan for CCI methodology, six people supported an individual student growth model, eight people supported a model that accounts for college and career

separately or that the highest API point value be given for students who are both college and career ready, and two people had general comments.

❖ ***What measures should be considered for inclusion in the proposed CCI methodology?***

Of the 193 people providing comments, the following commented on or supported including the following measures:

- 20 comments (12 speakers and 8 e-mails) on college readiness
- 27 comments (18 speakers and 9 e-mails) on career readiness pathway completion
- 37 comments (22 speakers and 15 e-mails) on career readiness, industry certification, and work-based learning experience
- 37 comments (35 speakers and 2 e-mails) on visual and performing arts
- 44 comments (33 speakers and 11 e-mails) on health, safety, and physical education
- 17 comments (12 speakers and 5 e-mails) on gifted education
- 26 comments (21 speakers and 5 e-mails) on a variety of other measures

**College Readiness: Completion of A-G Requirements, AP, IB, Honors, and/or College Courses**

Twenty people commented and/or supported college readiness measures in the CCI. The discussions focused primarily on student completion of a-g requirements, Advanced Placement (AP), International Baccalaureate (IB) courses, honors courses, and dual enrollment college courses.

**Career Readiness: Career Technical Education (CTE) Pathway Completion**

Twenty-seven people supported and/or commented on including measures of career pathways in the CCI, such as pathway completion, completion of one of several defined levels, such as students in industry recognized course patterns or articulated course with colleges, or earning an industry certificate.

**Career Readiness: Industry Certification and Work-Based Learning Experience**

Thirty-seven people supported including measures of industry certification and work-based learning experience. Work-based learning experience generally includes a paid or unpaid internship, apprenticeship, or certified work experience.

❖ ***What other indicators should be considered for inclusion in API?***

**Visual and Performing Arts Education**

Thirty-seven people supported including a measure of visual and performing arts education in the CCI.

**Health, Safety, and Physical Education**

Thirty-one people supported including the following measures of health, safety, and physical education in the CCI:

- Suspension and expulsion rate (10 speakers and 7 e-mails)
- Chronic absences (16 speakers and 2 e-mails)
- Attendance (5 speakers and 8 e-mails)
- FITNESSGRAM results (16 speakers and 2 e-mails)
- Nutrition/access to healthy food (8 responses)
- Healthy Kids data, if available (1 response)
- Parent engagement (4 responses)