Report of Survey Results on the Inclusion of New Indicators in the High School Academic Performance Index (API)

California Department of Education
Analysis, Measurement, and Accountability Reporting Division
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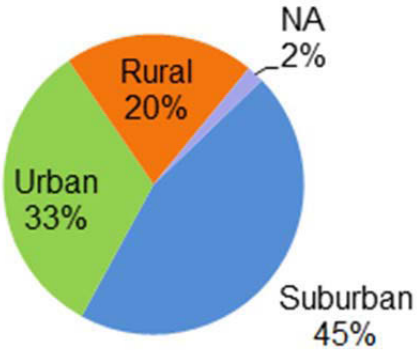
Executive Summary

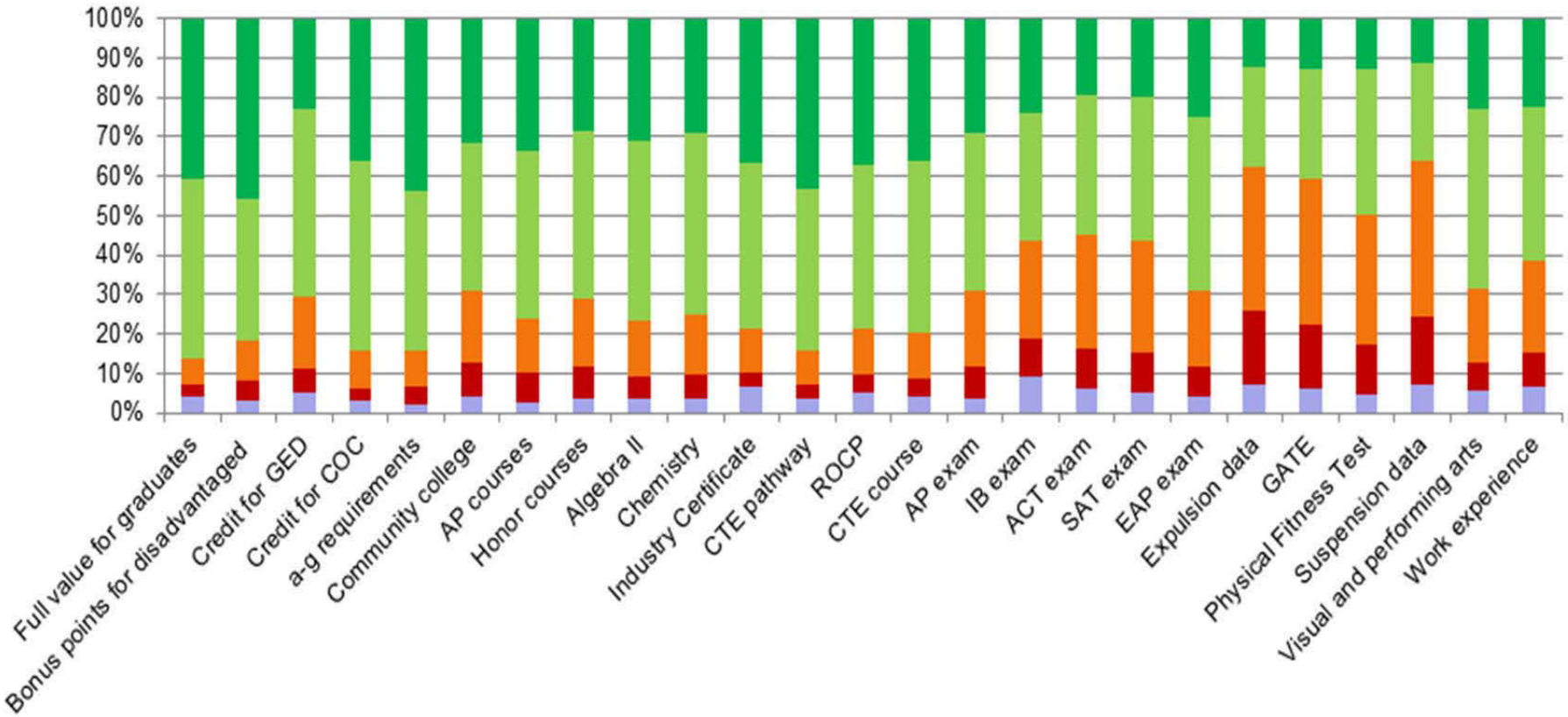
The Analysis, Measurement, and Accountability Reporting Division (AMARD) administered a survey to the public on the inclusion of new indicators in the high school Academic Performance Index (API). The survey questions were based on information and feedback AMARD received from the regional meetings held in April and May 2013. The survey opened on May 31, 2013 and closed on June 20, 2013. There were 1,768 respondents: 1,766 were in English and 2 were in Spanish. Both the English and Spanish results are included in this report. This report only reflects those survey questions that were quantitative. The results of the qualitative questions in the survey will be provided at a later time.

Role	Number	Percent
Parent or Guardian	153	8.7%
Teacher (K-8)	107	6.1%
Teacher (9-12)	492	27.8%
School Administrator	359	20.3%
Other School Staff Member	92	5.2%
School Board Member	13	0.7%
District Administrator	283	16.0%
County Office of Education Administrator	52	2.9%
Other District/County Staff Member	52	2.9%
California Department of Education Staff	8	0.5%
Advocacy Group or Organization	43	2.4%
Other	114	6.4%
Total	**1,768**	**100%**

Respondents who identified themselves as staff of a school, district, or county office of education were asked to identify the school or local educational agency (LEA) setting of urban, suburban, rural, or not applicable. There were 1,450 respondents who met this criteria.



Respondents were provided with five responses (strongly support, support, oppose, strongly oppose, or don't know) for incorporating 25 possible new indicators in the API. The chart below provides the results. On average, 98 percent of the respondents provided a response to the possible new indicators.



- Strongly Support
- Support
- Oppose
- Strongly Oppose
- Don't Know

GED = General Educational Development
COC = Special Education Certificate of Completion
AP = Advanced Placement
CTE = Career Technical Education
IB = International Baccalaureate
ROCP = Regional Occupational Centers and Programs
EAP = Early Assessment Program
GATE = Gifted and Talented Education

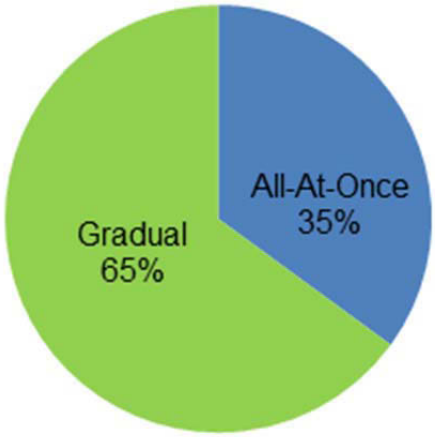
Additional Indicators

Respondents were asked to suggest up to three additional indicators not listed in the survey. The table below lists the indicators that gathered ten or more responses.

Indicator	Number of Respondents
Student Attendance	62
Community Service	53
Individual Student Growth	40
Extracurricular Activities	36
Foreign Language	20
Civic Engagement/ Education	20
College Acceptance	19
Redesignated English Proficient Students	14
Technology Skills	14
Classroom Size	10
Social Studies	10

Implementation Timeline

Three categories of respondents (school, district, and county offices administrators) were asked which API implementation timeline they prefer (all-at-once or gradual). The chart below provides the results.



Data for College and Career School Snapshot Report

Respondents were asked to identify up to five college and career areas they would like data displayed in a college and career snapshot. The table below provides the top five responses.

College or Career Area	Number of Respondents
Completion of a-g requirements	1253
Completion of a CTE pathway	901
Four-year college or university acceptances	781
Community college enrollment	593
Completion of a ROCP	531

Summary of Survey Results

Overview of Survey

Overall, there were eight sections to the survey:

1. Background Information
2. Graduation Data
3. College and Career Indicator
4. Consideration of Additional Indicators
5. Possible Features for the College and Career Indicator
6. College and Career School Report
7. Timeline for Adding New Indicators to the API
8. Contact Information

Each section of the survey will be reviewed and the results presented. The graduation data, college and career indicator, and consideration of additional indicators sections had qualitative responses. The results of these qualitative questions will be provided at a later time. It should be noted that most of these questions were not mandatory.

1. Background Information

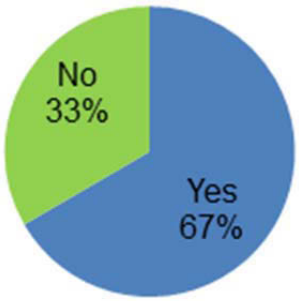
The AMARD administered a survey to the public on the inclusion of new indicators in the high school API. As mentioned in the previous section, there were 1,768 respondents who completed the survey. Table 1 displays the number of respondents for each role.

Table 1 – The Roles of the Respondents

Role	Number	Percent
Parent or Guardian	153	8.7%
Teacher (K-8)	107	6.1%
Teacher (9-12)	492	27.8%
School Administrator	359	20.3%
Other School Staff Member	92	5.2%
School Board Member	13	0.7%
District Administrator	283	16.0%
County Office of Education Administrator	52	2.9%
Other District/County Staff Member	52	2.9%
California Department of Education Staff	8	0.5%
Advocacy Group or Organization	43	2.4%
Other	114	6.4%
Total	**1,768**	**100%**

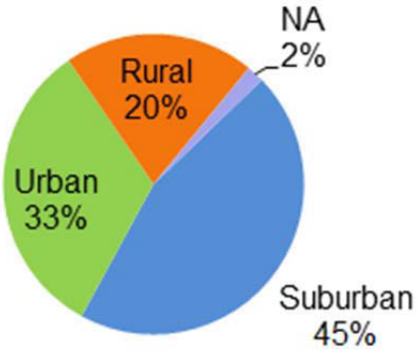
The first question in the survey asked respondents to indicate if they had viewed the California Department of Education's (CDE's) video on the proposed changes to the API. The following chart displays the results of question one.

Chart 1 – Viewing of the CDE's Video on Proposed Changes to the API



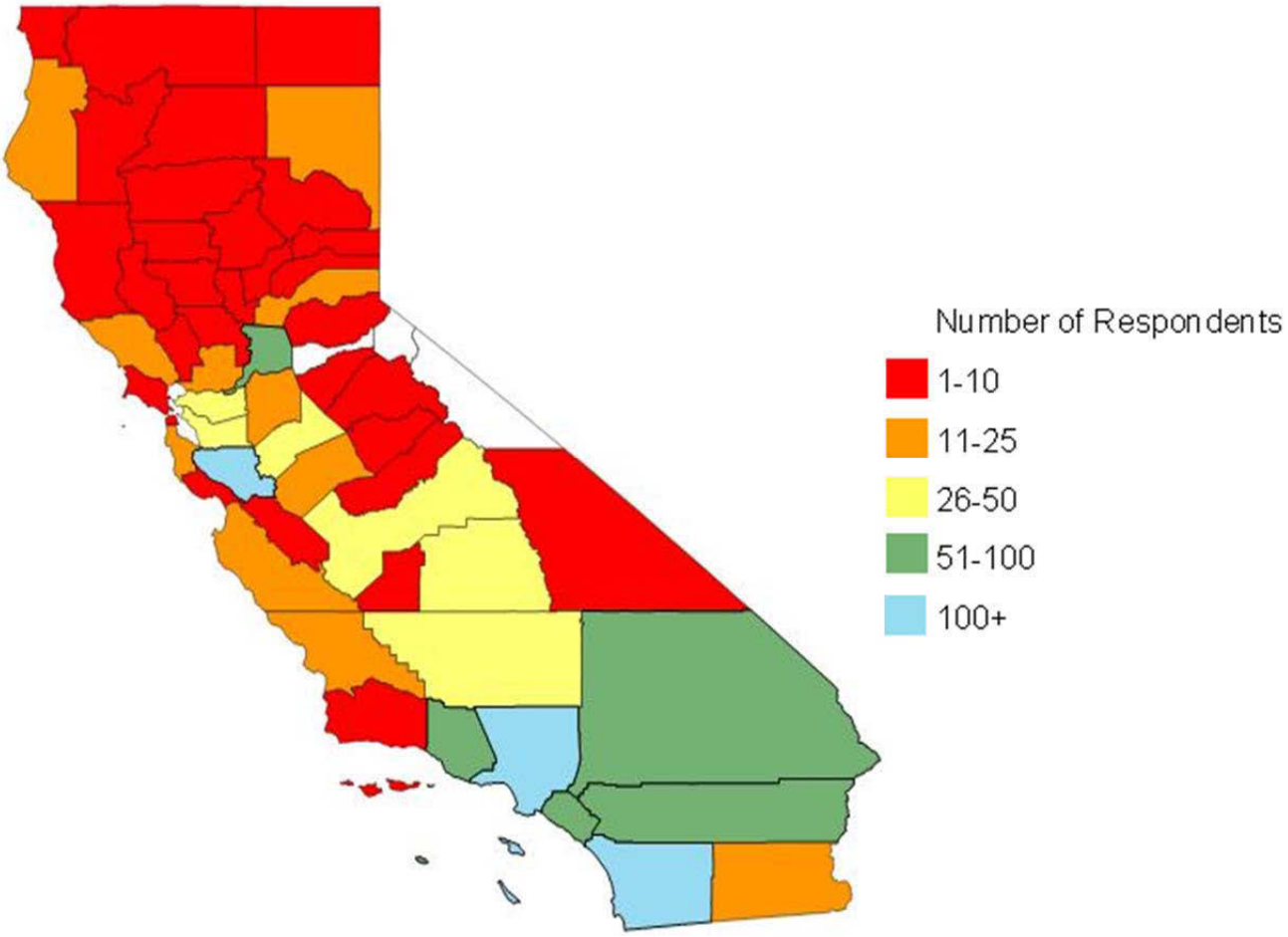
Respondents who identified themselves as teachers, school administrators, other school staff member, school board members, district administrators, county office of education administrators, or other district/county staff member were also asked to identify if their schools or LEAs were in the setting of urban, suburban, rural, or not applicable and the county in which their school or district was located. A total of 1,450 respondents met these criteria. Chart 2 displays the respondents' school or LEA setting.

Chart 2 – Urban, Suburban, Rural, and Not Applicable Respondents



Respondents also provided the county in which their school or LEA is located. All counties were represented in the survey except for Alpine, Amador, and Mono counties.

Chart 3 – Respondents by County



2. Graduation Data

The Graduation Data section asked four quantitative questions and one qualitative question. The four quantitative questions were:

1. Do you support providing high schools with the highest API point value (i.e., 1000 points) for students who earn a four-year high school diploma?

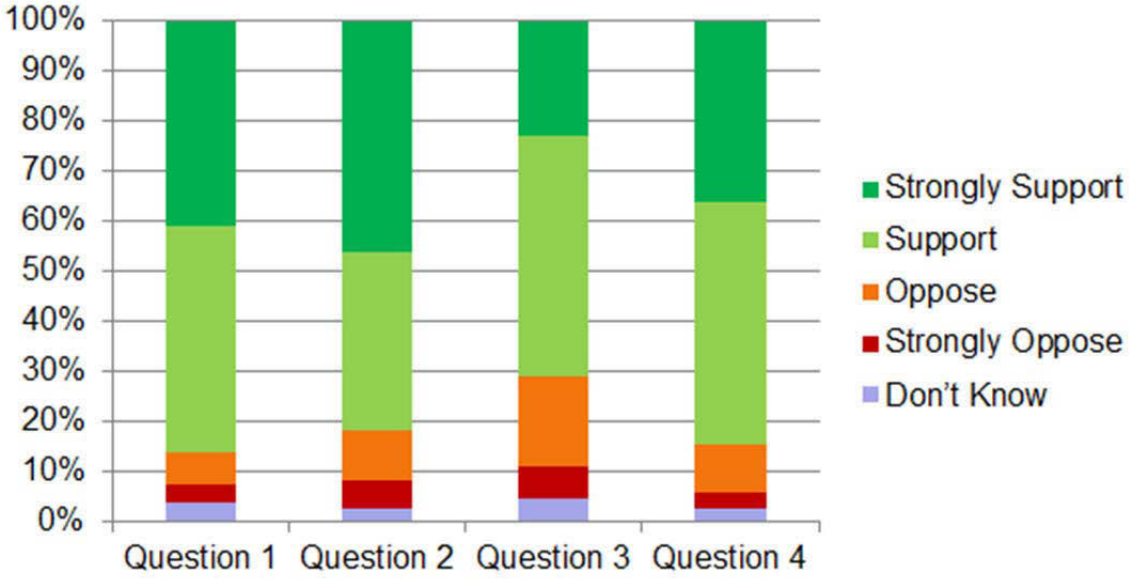
2. Do you support providing high schools with extra API points for graduating disadvantaged students in four years?

3. Do you support providing high schools with credit for students who pass the General Educational Development (GED) Test, but do not graduate?

4. Do you support providing high schools with credit for students who earn a special education certificate of completion, but do not graduate?

There was an average of 1,756 respondents (99 percent of the total survey respondents) who provided responses to these four questions. Chart 4 summarizes the results of the four questions from this section.

Chart 4 – Results of the Quantitative Questions the on Graduation Data



3. College and Career Indicator

The College and Career Indicator section asked 17 quantitative questions and two qualitative questions. Fifteen of the 17 quantitative questions addressed the level of support for incorporating proposed college and career measures in the API. The other two questions asked those respondents who opposed or strongly opposed any of the measures to indicate the reason for their opposition. Due to the number of quantitative questions in this section, the questions were on separate pages of the survey. There was an average of 1,728 respondents (98 percent of the total survey respondents) who provided responses to these questions.

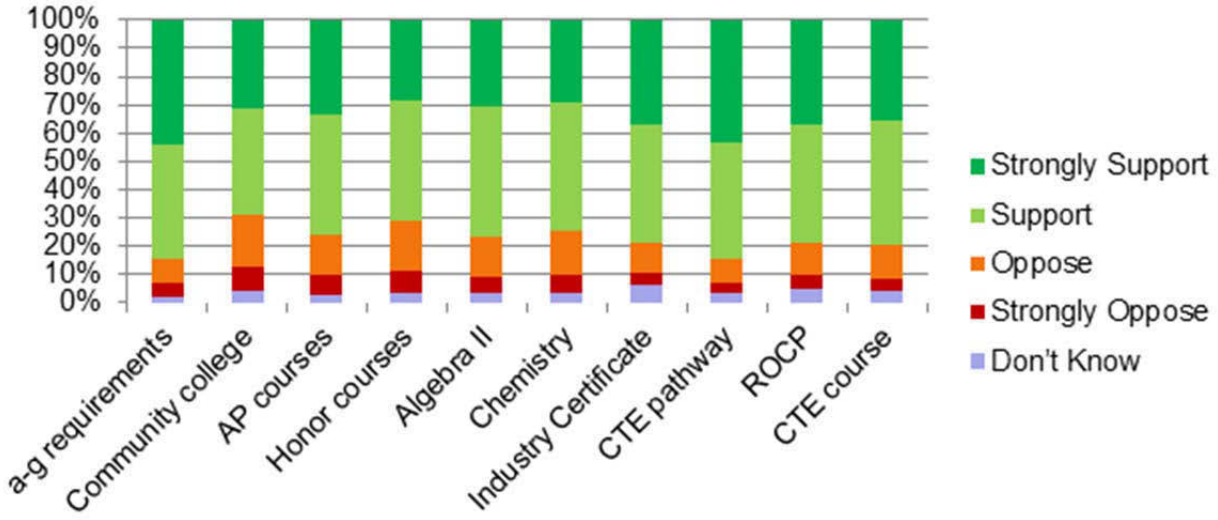
Part I Results – Inclusion of Course Completion

Part I of this section asked to what extent respondents supported adding the following college and career measures to the high school API:

- Completion of a-g requirements
- Completion of community college courses while in high school
- Completion of Advanced Placement (AP) courses with a grade of “C” or better
- Completion of Honors courses with a grade of “C” or better
- Completion of Algebra II with a grade of “C” or better
- Completion of Chemistry with a grade of “C” or better
- Earning an industry certificate
- Completion of a Career Technical Education (CTE) pathway
- Completion of Regional Occupational Centers and Programs (ROCP)
- Completion of a CTE course with a grade of “C” or better

Chart 5 provides the results of these measures.

Chart 5 – Results of the Quantitative Questions on College and Career Indicator, Part I



This question was followed by asking those respondents who opposed or strongly opposed any of the measures to indicate the reason for their opposition. Table 2 provides the six possible responses and the number of respondents choosing each response. It should be noted that respondents could choose all options that applied and respondents who did not oppose or strongly oppose any of the above measures could still answer this question.

Table 2 – Reasons for Opposition to Proposed Measures, Part I

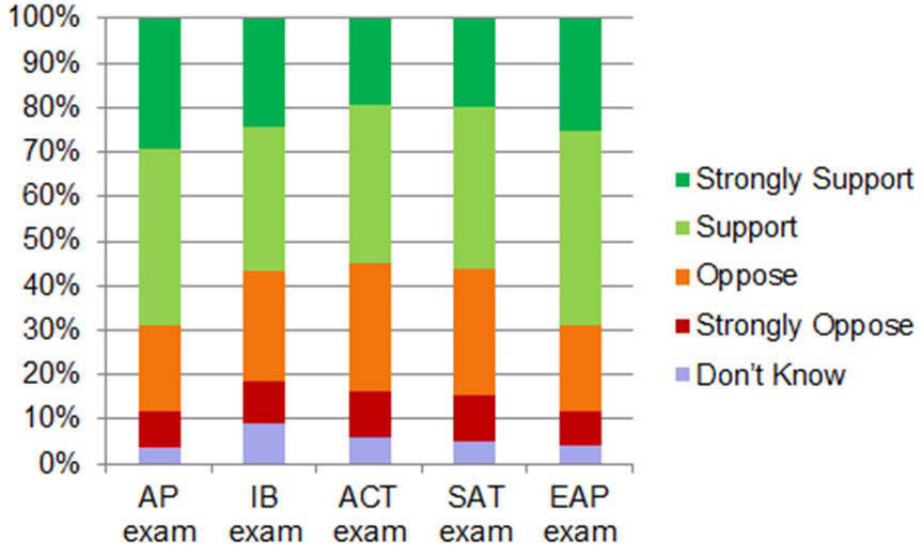
Option	Number of Responses
Not an appropriate measure	454
Not offered at the district or school	282
Too difficult	72
Too easy	102
Too expensive	78
Other	183
Total	**1,171**

Part II Results – Inclusion of Exams

Part I of this section asked to what extent respondents supported adding the following college and career measures to the high school API:

- Results of the AP exam
- Results of the IB exam
- Results of ACT exam
- Results of SAT exam
- Results of the EAP

Chart 6 – Results of the Quantitative Questions on the College and Career Indicator, Part II



This question was followed by asking those respondents who opposed or strongly opposed any of the measures to indicate the reason for their opposition. Table 3 provides the six possible responses and the number of respondents choosing each response. It should be noted that respondents could choose all options that applied and respondents who did not oppose or strongly oppose any of the above measures could still answer this question.

Table 3 – Reasons for Opposition to Proposed Measures, Part II

Option	Number of Responses
Not an appropriate measure	522
Not offered at the district or school	249
Too difficult	66
Too easy	14
Too expensive	145
Other	173
Total	**1,169**

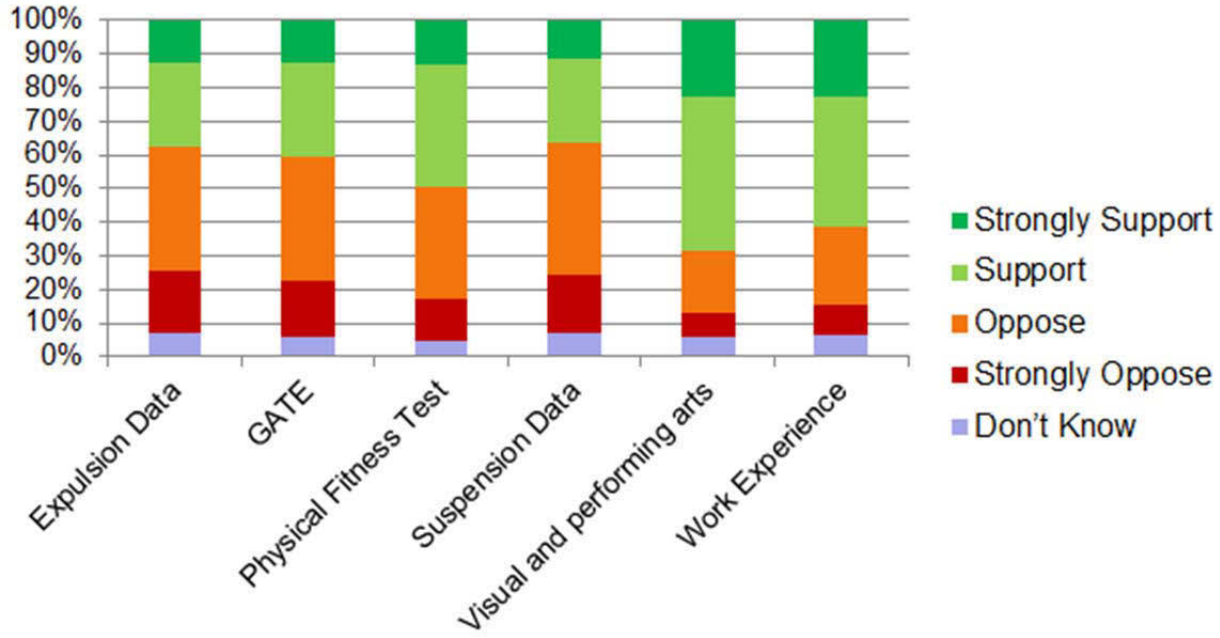
4. Consideration of Additional Indicators

The Consideration of Additional Indicators section asked seven quantitative questions and two qualitative questions. Six of the seven quantitative questions addressed the level of support for incorporating the following additional indicators in the API:

1. Expulsion data
2. GATE
3. Physical fitness test
4. Suspension data
5. Visual and performing arts
6. Work experience

There was an average of 1,722 respondents (97% of the total survey respondents) who provided responses to these six questions. Chart 7 summarizes the results of these questions.

Chart 7 – Results of the Quantitative Questions on Additional Indicators



The other quantitative question asked those respondents who opposed or strongly opposed any of the measures to indicate the reason for their opposition. Table 4 provides the six possible responses and the number of respondents choosing each response. It should be noted that respondents could choose all options that applied and respondents who did not oppose or strongly oppose any of the above measures could still answer this question.

Table 4 – Reasons for Opposition to Additional Indicators

Option	Number of Responses
Not an appropriate measure	1,001
Not offered at the district or school	143
Too difficult	36
Too easy	44
Too expensive	35
Other	173
Total	**1,432**

Other Additional Indicators

Respondents were also asked to suggest up to three additional indicators not listed in the survey. There were 903 respondents who provided comments in the response box. Indicators that were previously mentioned in the survey (e.g., graduation rate data, a-g requirements) were excluded from the reporting of results to eliminate redundancy and focus on only those indicators that were unique. Table 5 lists the indicators that gathered ten or more responses.

Table 5 – Other Additional Indicators

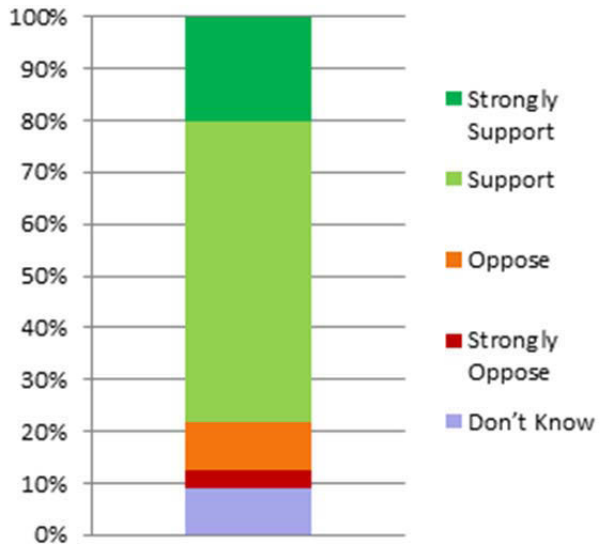
Indicator	Number of Respondents
Student Attendance	62
Community Service	53
Individual Student Growth	40
Extracurricular Activities	36
Foreign Language	20
Civic Engagement/Education	20
College Acceptance	19
Redesignated English Proficient Students	14
Technology Skills	14
Classroom Size	10
Social Studies	10

5. Possible Features for the College and Career Indicator

This section had four quantitative questions and was only asked of respondents who indicated that they had viewed the CDE's video on the proposed changes to the API. A total of 1,178 respondents met this criterion.

The first question in this section asked respondents to give their level of support for the Public Schools Accountability Act (PSAA) Advisory Committee's recommendation for including college and career measures in the API. Chart 8 provides the results of this question. There were 1,128 (96 percent) respondents who answered this question.

Chart 8 – Support for the Approach for Including College and Career Measures in the API Results

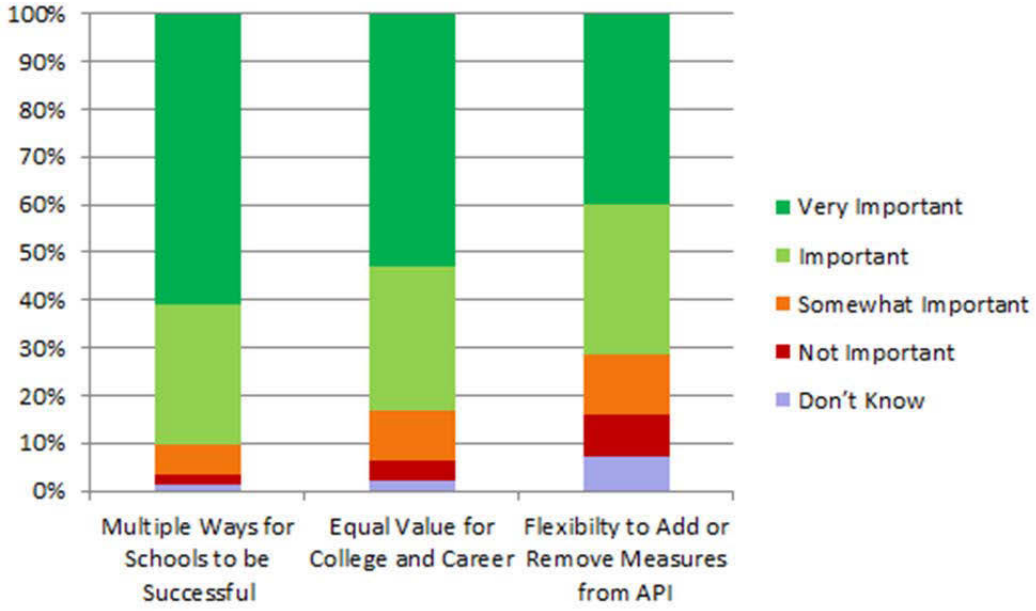


The remaining three questions asked respondents how important it was to have the following three features in the college and career indicator:

1. Provides multiple ways for schools to demonstrate success
2. Provides equal value to both college and career
3. Provides flexibility to add or remove measures in the API from year to year.

Chart 9 provides the results from this question. On average, 98 percent of respondents answered these questions.

Chart 9 – Importance of Features in College and Career Indicator Results



6. College and Career School Report

This section asked respondents which data they would like displayed in a school snapshot report on how well schools' are preparing their students for college and/or career. Respondents could only select five or fewer answers. Table 6 provides the results from this question.

Table 6 – Results for College or Career Areas to be Included in School Snapshot Report

College or Career Area	Number of Respondents
Completion of a-g requirements	1253
Completion of a CTE pathway	901
Four-year college or university acceptances	781
Community college enrollment	593
Completion of a ROP	531
Earning an Industry Certificate	522
Completion of AP courses with a grade of "C" or better	508
Completion of Algebra II or higher-level math courses with a grade of "C" or better	474
Results of EAP exam	418
Results of AP exam	366
Completion of community college coursework while in high school	326
Completion of Chemistry or higher-level science courses with a grade of "C" or better	324
Results of SAT exam	324
Completion of Honors courses with a grade of "C" or better	268
Results of ACT exam	153
Results of IB exam	102

In addition to the above question, respondents were also given the opportunity to suggest up to three additional data elements to be included in the school snapshot report. Overall, respondents provided 357 comments on data to include in the school snapshot report. Table 7 provides the top five answers.

Table 7 – Additional Data to be Included in School Snapshot Report

College or Career Area	Number of Respondents
Postsecondary Enrollment	19
Community Service	14
Civic Engagement	10
Postsecondary Completers	9
Internships	9

7. Timeline for Adding New Indicators to the API

There are two proposed timeline for incorporating new indicators into the high school API. Only three respondents (school, district, and county offices administrators) were asked which API implementation timeline they prefer (all-at-once or gradual).

Chart 10 – Results of Preferred Implementation Timeline for New Indicators in the API

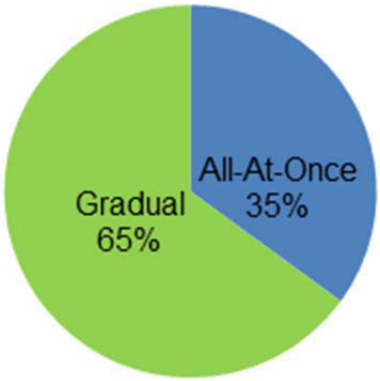


Chart 11 provides the results for each respondent (school, district, and county administrators) who indicated they preferred an all-at-once API implementation timeline.

Chart 11 – All-At-Once Implementation Respondents Results

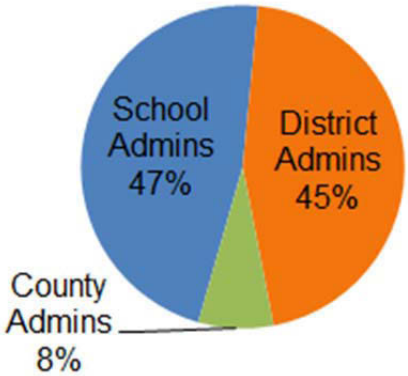
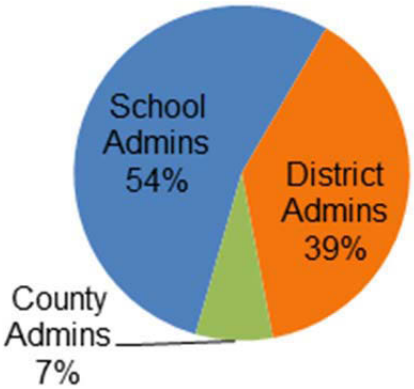


Chart 12 provides results for each respondent (school, district, and county administrators) who indicated they preferred a gradual API implementation timeline.

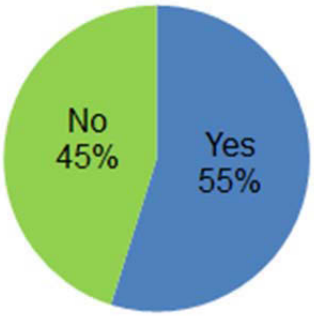
Chart 12 – Gradual Respondents Results



8. Contact Information

The final question asked respondents if they were willing to participate in future discussions of college and career indicators in the API. Respondents who indicated yes were required to provide contact information (name, e-mail, and phone number). There were 1,650 respondents (93 percent of survey takers) who answered this question. Chart 13 provides the results of this question.

Chart 13 – Respondents Willing to Participate in Future Discussions of College and Career Indicators in the API



There were 905 respondents who indicated they were willing to participate in future discussions.