



May 2013

# Fact Sheet

## SB 1458: Changes to the Academic Performance Index

### Introduction

SB 1458 (Steinberg), signed into law by the Gov. Jerry Brown on Sept. 26, 2012, calls for measures in addition to academic assessments to be included in California's Academic Performance Index (API). The new API requires the inclusion of graduation rates and has the potential to include factors aimed at measuring college and career readiness, thus relying less on student achievement on standardized tests.

### Current structure of the Academic Performance Index (API)

Performance on standardized academic assessments currently constitutes 100 percent of the API. In 2011-12, the California Standards Test, California Modified Assessment, and California Alternate Performance Assessment collectively constituted 82 percent of the API, and the California High School Exit Exam constituted 18 percent. The relative weights of subject matter in the 2011-12 API for the most common school types are:

### Changes to the API in SB 1458 (Steinberg)

#### Changes to relative emphasis of academic assessment

- Limits the use of standardized test performance to comprise no more than 60 percent of the API for high schools.
- Uses standardized test performance to comprise at least 60 percent of the API for primary and middle schools.

#### Inclusion of graduation and promotion

- Requires the inclusion of graduation rates in the remaining 40 percent.
- Permits inclusion of promotion rates for grades 7-12.

Content Area	K-5	6-8	9-12
CST/CMA/CAPA, English-language arts	56.5%	51.4%	27.1%
CST/CMA/CAPA, Mathematics	37.6%	34.3%	18.1%
CST/CMA/CAPA, Science	5.9%	7.1%	22.9%
CST/CMA/CAPA, History-social science	N/A	7.1%	13.9%
CAHSEE, English-language arts	N/A	N/A	9.0%
CAHSEE, Mathematics	N/A	N/A	9.0%

## Inclusion of college and career readiness

- Emphasizes the need for the remaining 40 percent to reflect the expectations of public education and the needs of the state's workforce.
- Permits the Superintendent of Public Instruction (SPI) to submit, for approval by the State Board of Education, valid, reliable and stable measures of college and career readiness.

## Creation of local review panels

The SPI is encouraged to develop school quality reviews to complement the API. The review process would feature locally convened panels to visit schools, observe teachers, interview pupils and examine pupil work.

## Creation of alternatives to the decile system

By Oct. 1, 2013, the SPI must report to the Legislature on alternative methods, in place of decile rank, for determining eligibility, preferences, or priorities for statutory programs currently using decile rank as a determining factor.

## Implementation Timeline

- **October 2013**—SPI reports to Legislature on alternatives to the decile ranking system in determining funding preference for statutory programs
- **May 2015**—New API formula must be in place
- **May 2016**—API baselines are set according to new formula
- **May 2017**—Attainment of growth target according to new API will determine schools receiving Governor's Performance Award

## Implications for Board Members

By limiting the use of standardized test performance to 60 percent of the API, SB 1458 gives California the opportunity to define multiple measures of accountability, thus broadening the definition of successful schools and successful districts. This will have multiple impacts on governing boards.

A reconstitution to the API will change which schools require state intervention, which meet Federal Adequate Yearly Progress targets, and which are designated as Program Improvement. It is yet to be determined how the new measures will impact schools currently in Program Improvement, and how the API will be modified for elementary and secondary programs.

By adding graduation rates and valid measures of college and career readiness to the state's accountability metric, SB 1458 emphasizes the importance of student engagement, high school completion, and meeting the expectations of the workforce as educational outcomes. Part of the impetus of this change is to discourage schools from pushing out low performing students, and boards will want to look at intervention efforts that keep students in school and on grade level. Depending on the relative weight of each of these criteria, emphasis on additional measures may change local curriculum decisions, academic intervention efforts, and resources alignment. Boards will want to consider:

- Revisions to high school graduation requirements
- Interventions at early grades to increase graduation rates
- Additional counseling, tutoring or other supports for student achievement
- Institution or expansion of career technical education programs
- Adjustment of schedules to accommodate Career Technical Education (CTE) course scheduling
- Facilities needs to accommodate CTE courses
- Partnerships with local employers for mentoring and internships
- Measures to retain students transferring to charters, community schools and other education options
- Suspension/expulsion alternatives that keep students in school and learning

## Resources

### California Department of Education.

"Academic Performance Index." Overview of California's 2011–12 Accountability Progress Reporting System. May 2012.

[www.cde.ca.gov/ta/ac/lay/documents/overview12.pdf](http://www.cde.ca.gov/ta/ac/lay/documents/overview12.pdf)>.

### Linked Learning Alliance.

"SB 1458 Fact Sheet." 2012.

[www.linkedlearning.org/linked-learning-policy/key-legislation-factsheets#sb1458facts](http://www.linkedlearning.org/linked-learning-policy/key-legislation-factsheets#sb1458facts)>.