Superintendent's Advisory Committee
Public Schools Accountability Act (PSAA) of 1999

Minutes

Thursday, April 24, 2003
1:00pm

Members Present:

Charles Weis, Superintendent, Ventura COE, acting Co-chair
Mary Alice Callahan, President, Morgan Hill Federation of Teachers
Mark Ecker, Superintendent, Fountain Valley, USD
Pam Kinsley, Teacher, Harding School
Lynette Nyaggah, Teacher, Rio Hondo College
Shelly Spiegel-Coleman, ESL Consultant, LA COE
Bernice Stafford, Vice President of School of Marketing and Evaluation, Lightspan, Inc.
Ting Sun, Natomas Charter School
Lynn Wilen, Retired Superintendent, Reef Sunset USD

Members Absent:

Holly Covin, Co-chair, Assistant Executive Director, Policy Analysis and Research, CSBA
Eva Baker, Director, Center for the Study of Evaluation, UCLA
Vicki Barber, Superintendent, El Dorado COE
Tom Boysen, Chief Operating Officer, LAUSD
Marilyn Buchi, President, CSBA
Ann Bertha Castellanos, Vice President, State Parent Advisory Council
Rudy Castruita, Superintendent, San Diego COE
General Davie Jr., Co-chair, Superintendent, San Juan USD
Edward Haertel, Professor, Stanford University, School of Education
Jerry Hayward, Co-director, PACE
Lisa Horwitch, Senate Education Committee
Kelvin Lee, Superintendent, Dry Creek Joint ESD
Cecelia Mansfield, Vice President for Education, CA State PTA
Ernesto Ruiz, Director, Migrant Ed. Region 2, Butte COE
Jai Sookprasert, CSEA
Rosie Thompson, Business Unit Executive, IBM Global Education, IBM

Principal Staff to the PSAA Advisory Committee:

William Padia, Director, Policy and Evaluation Division
Sue Bennett, Manager, Education Options
Wendy Harris, Director, School Improvement Division

Chuck Weiss called the meeting to order

Administrative Update - Bill Padia

- Mr. Padia reminded Committee members that this meeting would be the final meeting of their two year appointment to the PSAA and thanked everyone for their hard work and dedication. Between now and the next meeting, the reappointment process will occur, and it is expected that a number of new appointments will be made by Superintendent Jack O'Connell. Letters will go out to current committee members in the next few weeks.

- Mr. Padia provided an update on the accountability component of No Child Left Behind (NCLB). CDE's Accountability Workbook (http://www.cde.ca.gov/ope/nclb/workbook.pdf) was submitted to the U.S. Department of Education (USED) on January 31, 2003. The "Peer Review" (two representatives from USED and education professionals from three other states) was conducted on February 26, 2003. The details of the Workbook were carefully discussed, with CDE staff providing clarifying information as needed. Follow up to the Peer Review from USED has been by phone, with a letter to follow. Five issues were identified in the phone conversation:
    - Subgroup size
    - Definition of English learners for subgroup determination
    - Timeline for notification of AYP decisions
    - Graduation rate proxy formula
    - Determination of AYP for schools with small numbers of valid test scores

  Staff from the Policy and Evaluation Division have responded to these issues, and these responses have been presented to the NCLB State Board Education (SBE) liaisons for review. It is expected that this information will be forwarded to the USED by May 1, 2003.

- Other NCLB updates include:
    - SBE approval of advanced, proficient, and below proficient cut points for the California High School Exit Exam (CAHSEE), which will be used to determine student proficiency in English/language arts (ELA) and math for grade 10. The high standards used in determining these cut points are consistent with the levels of proficiency used for grades 2-8 on the California Standards Tests.
    - On April 16, 2003, a letter was sent to county and district superintendents and charter school principals, announcing upcoming reporting of API scores for districts, for schools in the ASAM model, and Adequate Yearly Progress (AYP) for all schools and districts. More information can be found at http://www.cde.ca.gov/pr/nclb (select "Accountability Plans" under "What's New.")

- Legislation to align the API and NCLB has been introduced in SB722 by Senator Bruce McPherson. One of the areas of alignment would be to add two new subgroups for API reporting: students with disabilities (SWD) and students with limited English proficiency.

Report on the Activities of the Alternative Accountability Subcommittee – Lynn Wilen

- Ms. Wilen, Co-chair of the Alternative Accountability Subcommittee, presented for Committee decision the revised criteria to be used as entry requirements for participation in the Alternative Schools Accountability Model (ASAM). These criteria had been reviewed and discussed by the Alternative Accountability Subcommittee. The recommendations from the Subcommittee to the full Committee were:
    - Continue to include those alternative schools serving high risk students that are defined in the Education Code (county court and community schools, continuation schools, community day schools, continuation schools, opportunity schools) and California Youth Authority (CYA) schools to participate in the ASAM;
    - Allow "other alternative schools" to participate in ASAM if their mission is to serve high risk students as defined by specific criteria; and
    - Require that 70 percent of students at "other alternative schools" meet the high risk criteria.

  After discussion, the motion made by Ms. Wilen and seconded by Lynette Nyaggah to endorse the recommendations made by the Subcommittee was carried unanimously. This recommendation will be taken to the next SBE meeting.

- Sue Bennett. Administrator of the Educational Options Office introduced a paper, *Options for Annual School Performance under ASAM*, that begins to look at using ASAM indicator data in conjunction with STAR, API, and AYP results to determine annual performance for ASAM schools. Districts will be required to determine AYP for as many as 800 ASAM schools with too few eligible students and test results to determine AYP and API in the regular way. The paper describes ways that ASAM indicator data might be used on their own, as an additional classification to the AYP/API level, or to mitigate the performance likely to be identified through AYP and API.

  Although no discussion ensued at this time, Ms. Bennett said she would appreciate receiving comments. The paper was presented to the SBE for information in April and will be discussed with SBE staff and accountability liaisons in the coming weeks. The refined proposal will require action by the SBE by July 2003.

Report on the Activities of the Awards and Interventions Subcommittee – Mary Alice Callahan

- As the Subcommittee considered the twenty-four schools in II/USP Cohort 1 that have failed to make significant growth for both of the implementation years, they identified a number of areas for further consideration:
    - The CDE recommended and the SBE concurred that all 24 schools will receive the intervention option of a School Assistance and Intervention Team (SAIT). Is there enough capacity to convene high quality teams now, and, especially, in the future, when many additional schools could select this option? How will CDE

know that the members of the team are qualified to provide high level assistance to these schools?

- The current II/USP model holds schools, rather than districts accountable. The NCLB model places full accountability for the success of schools on the district. What will be needed to make a smooth transition?
- Under the current II/USP model, are we certain that resources are being sent to the schools in most need? Rather than looking at schools with the occasional dip in API score, the attention must be paid to those schools that remain in decile one or two year after year with no growth. How can this be ensured?

- Although no action was taken and the decision was not unanimous, the Subcommittee generally supported the idea of a matrix that aligns the API and the AYP, especially as it allows lower performing schools to be recognized for making great gains. The Committee members urged that stars not be used as labels or ratings for schools. In addition, concerned that a matrix may result in unintentional public ranking of schools, they felt strongly that the function and use of the matrix should be solely to assist schools and districts in identifying schools in need and prioritizing resources.

Integrating Results from California's Standards-Based Tests In Science into the API – Robert Bernstein

- Robert Bernstein, manager of the EPIC Unit, requested a Committee decision on whether the results from the CST Science assessments should be included in the API, and, if so, how it should be done. Recent action taken by the SBE reduced the weight of the norm referenced science test in the total composition of the API for high schools from 20 to 3 percent. Is increasing the weight of science in the total API a priority?

- The report of the Technical Design Group (TDG) to the PSAA Advisory Committee, "Integrating Results from California's Standards-Based Tests I Science into the Academic Performance Index (API)" served as the focal point of the discussion. From a technical stand point, the TDG did not recommend any of the seven options presented in the paper for including CST Science in the API. However, the TDG recognized that if policy demands that the CST Science be included in the API, the weight of the CST Science indicator be set as low a possible.

- Added to the discussion was the information that the NCLB-required Core Knowledge Test in Science will be available for elementary in 2004 and middle and high school in 2007. Discussion ensued about whether results from these tests will be included in the API when they become available

- Mr. Padia suggested as a possible option to include the CST Science at a level that would increase the total weight of science to 10% of the API (e.g. 7%), then use the results of the Core Knowledge Test in Science to increase the percent again in the future (possibly back to the 20% that was the original weight of science in the high school API).

- After much discussion reviewing the pros and cons of all the options, Bernice Stafford moved that the Committee not recommend to include CST Science in the API. This motion was seconded by Ms. Wilen. The motion carried with a 6 aye to 3 no vote. Asked about the

rationale for their decision, the Committee agreed that while the technical issues were important, the policy issue of adding another test to the burden schools and districts are already facing was the most significant issue.

- Shelley Spiegel-Coleman further moved the Committee recommend that results from the Core Knowledge Science Test be included in the API when available. The motion was seconded by Ms. Nyaggah, and was carried by a 7 aye, 0 no, and 2 abstention vote.

Median Growth Academic Performance Index of Similar Schools – Richard Fattig

- Richard Fattig, a consultant in the EPIC Unit, requested a Committee decision on whether the API growth reports, beginning with the 2003 API Growth Report, should include the median 2003 growth API of the 100 similar schools that were used to generate each school's 2002 Base API similar school ranking. The Committee's major concern was that provision of the median 2003 growth information would not allow a school to determine how their API had changed relative to their group of 100 similar schools. Therefore, a motion was made by Mark Ecker, and seconded by Ms. Callahan, to encourage the CDE to come up with a strategy that relates the changes in distribution in similar schools between the base and growth APIs. This motion was carried unanimously.

Chuck Weis adjourned the meeting at 3:22 p.m.