

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: June 9, 2003

From: SUE STICKEL, Deputy Superintendent, Curriculum and Instruction Branch

Re: ITEM #20

Subject Revisions in the criteria for the selection of 2003-2004 School Assistance and Intervention Team (SAIT) Providers

Please insert the attached document (Attachment 1), Most Recent Version of SAIT Selection Criteria, into the June 2003 State Board materials. Thank you.

ATTACHMENT 1
Most Recent Version of SAIT Criteria

The California Department of Education (CDE) is requesting that the prior criteria for the selection of Approved SAIT Providers be used, with two additional elements.

The first is that prospective SAIT Providers submit an application to review a particular grade span or grade spans (e.g., elementary, middle, secondary) in a SAIT assigned school. The second element is that Providers have expertise, as described in the list below, in certain instructional programs to be reviewed at the school.

SAIT Providers should demonstrate recent success in improving school achievement and demonstrate, with data, recent successful expertise in each of the following areas. The criteria are as follows:

- Knowledge of state-adopted content standards and assessments
- The teaching of standards-based reading, writing, language arts and mathematics for students by grade span
- *For K-8 SAIT Providers, evidence of a minimum of one team member having had, or commitment to have had by the time of the investigation, training in any of the K-8 instructional programs in mathematics and reading/language arts that will be reviewed at the state-monitored site. The training requirement will be satisfied by successful completion of AB 466 training.*
- Helping English Learners acquire full academic proficiency in English and meet grade-level standards in the context of state statutory requirements
- The use of STAR assessment information as well as standardized, criterion-referenced and other assessments to guide school planning
- Accelerated interventions for underperforming students and schools
- Classroom management and discipline
- Evaluation and research-based reform strategies
- Professional development that addresses standards-based instruction, focused on State Board-approved instructional materials that are in use at the school
- Re-allocating human and fiscal resources to accelerate the academic achievement of underperforming students
- Effective school management and leadership for “turning around” underperforming schools
- Effective communication with parents, students, teachers, staff and administrators in underperforming schools
- Oral and written communication skills.