

**Sanctions and Statewide Systems of Support for School and District Improvement**

<b>Statewide System of Support to Schools</b>					
Statewide system of sustained support including direct assistance from SEA, School Support Teams, distinguished principals and teachers, other expert entities. Provide technical assistance to districts and schools in need of improvement.					
<b>Yrs Non-AYP</b>	<b>Status</b>	<b>Required School Actions</b>	<b>Student/Parental Options</b>	<b>Required LEA Actions</b>	<b>Support from LEA</b>
2	Year 1 Improvement	Develop/revise school improvement plan	Offer public school choice	Provide public notification and monitor school improvement plan	TA to develop or revise and implement improvement plan. TA to meet AYP. TA by expert source which may include LEA, SEA, other.
3	Year 2 Improvement	Implement school improvement plan	Offer public school choice Offer free tutoring (SES)	Implement corrective action in school by end of school year; public notification; monitor plan	
4	Year 3 Corrective Action	Identify for and Implement district's corrective action(s)	Offer public school choice Offer free tutoring (SES)	Implement corrective action(s) in school; public notification	Continue TA above and also provide professional development
5	Year 4 Restructuring	Continue corrective action(s); Prepare a plan for restructuring/alternative governance	Offer public school choice Offer free tutoring (SES)	Develop 2-year restructuring plan for school; public notification; monitor improvement plan	Continue TA and professional development
6	Year 5 Alternative Governance	Implement restructuring plan	Offer public school choice Offer free tutoring (SES)	Implement restructuring plan in school; public notification; monitor restructuring plan	

<b>Statewide System of Support to Districts</b>					
Statewide system of sustained support including direct assistance from SEA, School Support Teams, distinguished principals and teachers, other expert entities. Provide technical assistance to districts and schools in need of improvement.					
<b>Yrs Non-AYP</b>	<b>Status</b>	<b>Required LEA Actions</b>	<b>Student/Parental Options</b>	<b>Required SEA Actions</b>	<b>Support from SEA</b>
2	Year 1 Improvement	Develop/revise district improvement plan	Cease <u>directly</u> providing SES		TA to help the LEA develop/revise its improvement plan; work more effectively with its schools; address LEA problems with parental involvement and providing high quality professional development
3	Year 2 Improvement	Implement district improvement plan		Implement corrective action in district by end of school year	
4	Year 3 Corrective Action	Implement state's corrective action		Implement corrective action in district	Continue TA to help the LEA develop/revise its improvement plan; work more effectively with its schools; address LEA problems with parental involvement and providing high quality professional development. Assist with and monitor corrective measures
5	Year 4 Corrective Action	Implement state's corrective action		Implement corrective action in district	
6	Year 5 Corrective Action	Implement state's corrective action		Implement corrective action in district	

**Corrective action for school** as determined by district may include: (1) replace relevant school staff; (2) institute new curriculum; (3) decrease school-level management authority; (4) extend school year or day; (5) bring in outside experts.

**Corrective action for district** as determined by state may include: (1) deferring program funds; (2) instituting new curriculum; (3) replacing relevant district personnel; (4) removing individual schools from LEA jurisdiction; (5) appointing receiver or trustee to replace superintendent; (6) abolishing or restructuring district.

**School restructuring** options determined in district's plan for school include: 1) reopen as a charter school; 2) replace all or most school staff; 3) contract with external management entity to operate school; 4) turn the school over to the SEA to operate; 5) other major restructuring of school's governance arrangement.

**Exiting improvement status:** Two consecutive years making AYP.

**If a restructured school meets the state's definition of a "new school,"** the states AYP requirements for a new school apply.

### **Other Major Restructuring of School's Governance Arrangement**

Selection of an alternative restructuring plan should take into account the reasons for not making AYP (including which student categories are not making AYP) and strategies already employed through school improvement and corrective action. In addition to changes in the school's governance, the LEA should address improvements in staff development, curricula, instruction, use of technology, assessment, and hiring and retaining qualified teachers and principals. Examples of "other major restructuring of school's governance arrangement include:

- Change the governance structure to either diminishes school-based management and decision making or increases oversight by LEA
- Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area
- Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.)
- Dissolve the school and assign students to other schools in the district
- Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together
- Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school.

**LEA support for schools in improvement** must include technical assistance in developing, revising, and implementing school improvement plan including:

- Data analysis including analysis of results from the State assessment system and other relevant examples of student work.
- Identification and implementation of scientifically based instructional strategies and methods.
- Budget analysis including reallocation of resources to support improved student achievement.

**SEA support for schools in improvement** must include allocation of Title I Part A funds for school improvement and provision of a statewide system of support to provide technical assistance for schools in improvement with: (1) first priority to LEAs with schools in corrective action and schools for which LEA has not carried out responsibilities regarding corrective action or restructuring; (2) second priority to LEAs with schools identified as in need of improvement; and (3) other Title I LEAs and schools needing support and assistance.

### **Statewide System of Support to Provide Technical Assistance to LEAs and Schools in Need of Improvement**

1. SEA reserves 4% of Title I Part A funds for school improvement without reducing any LEA's Title I funding below previous year.
2. 95% of reserved funds to LEAs with schools in improvement status through:
  1. Direct assistance from SEA
  2. School support teams
  3. Educational service agencies
3. Statewide system of sustained support and continuous improvement must include:
  - School Support Teams: groups of skillful and experienced individuals typically including some or all of the following: (1) highly qualified or distinguished teachers and principals; (2) pupil services personnel; (3) parents; (4) representatives of institutions of higher education; (5) representatives of educational laboratories or regional technical assistance centers; (6) representatives of outside consultant groups; or (7) other individuals that the SEA, in consultation with the LEA, may deem appropriate. School Support Teams: (1) Review and analyze all facets of the school's operation; (2) Collaborate with school staff, LEA staff, and parents to design and implement school improvement plan; (3) Monitor the implementation of the school improvement plan; and (4) Provide feedback to LEA and SEA (when appropriate) at least twice a year including identification of outstanding teachers and principals.
  - Use of distinguished principals and teachers from effective Title I schools.
  - Other approaches which may include use of institutions of higher education, educational service agencies or other local consortia, or private providers of scientifically based technical assistance. To the extent practicable, the statewide support system must work with and receive assistance from the comprehensive regional technical assistance centers and regional educational laboratories.