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SCHOOLS IN IMPROVEMENT, CORRECTIVE ACTION, RESTRUCTURING

Fact Sheet

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What are the expectations for schools?

The federal No Child Left Behind Act of 2001 (NCLB) requires schools to meet annual targets in reading and mathematics. Students are tested annually in grades 3 through 8 and once in high school by the end-of-course High School Assessments in English 2 and algebra/data analysis. (A science test will be required beginning in school year 2007-08.) Results are reported for all students as a group and for the following subgroups: African American, American Indian, Asian, Hispanic, White, and those receiving special services (free and reduced price meals, Limited English Proficient, and special education). Schools are also expected to make progress in the Other Academic Indicator -- attendance for elementary and middle schools and graduation rate for high schools. Additionally, a minimum of 95% of a school's students must participate in assessments.

Schools that meet the targets, called Annual Measurable Objectives (AMOs), for all students and for each subgroup are making Adequate Yearly Progress (AYP). Schools that do not meet the targets for all students and subgroups are not making AYP and may be identified for School Improvement, Corrective Action, or Restructuring.

What happens when a school misses a target the first time?

When a school misses an AMO target or does not have the required 95% participation in the assessments for the first time, it needs attention from the local school system to make sure the school meets all AMOs and the required participation rate in the future. It is not identified for School Improvement.

How do schools enter and progress in School Improvement?

Maryland's School Improvement Program holds schools accountable for progress toward a standard. There are five steps in School Improvement. A school enters...

- **School Improvement Year 1** after not achieving a target (AMO or participation) in the same subject for two consecutive years. Same subject is defined as reading, math, or the other academic indicator.
- **School Improvement Year 2** after not achieving a target in the same subject for a third year.
- **Corrective Action** after not achieving a target in the same subject for a fourth year.
- **Restructuring Planning** after not achieving a target in the same subject for a fifth year.
- **Restructuring Implementation** after not achieving a target in the same subject for a sixth year.

The first year that a School in Improvement meets all targets in the subject that caused it to be identified for School Improvement, it will remain at the same School Improvement level for the next year.

<i>What is required of schools identified for School Improvement?</i>	A school identified as School Improvement Year 1 must write a detailed plan to address student achievement problems. If the school is in the federal Title I program for high poverty schools, the school system must offer parents the option of transferring their child to a higher achieving school in the school system (School Choice). A school in School Improvement Year 2 follows its improvement plan. Title I schools in School Improvement Year 2 continue to offer the transfer option and must provide the additional option of extra tutoring services (Supplemental Educational Services or SES) to students who are economically disadvantaged.
<i>What is required when a school is identified for Corrective Action?</i>	Local school systems direct all changes to schools in Corrective Action. These changes could include replacing school staff, adopting a new curriculum, decreasing school-level management authority, and extending the school day or school year. If the school is a Title I school, it must continue to offer School Choice and Supplemental Educational Services.
<i>What is required when a school is identified for Restructuring?</i>	If the school is identified for Restructuring Planning, the local school system must prepare a plan for alternative governance of the school. If the school does not make AYP in the Restructuring Planning year, it moves to Restructuring Implementation and must begin the alternative arrangement no later than the start of the next school year. Restructuring involves at least one of the following: <ul style="list-style-type: none"> • Replacing all or most school staff related to the school’s failure to make AYP • Contracting with a management company to operate the school • Reopening the school as a public charter school • Implementing other restructuring actions that will improve academic achievement in the school and result in helping the school make AYP. Title I schools must continue offering the transfer option and SES.
<i>Will parents be notified?</i>	Each local school system is responsible for notifying the parents of each child enrolled in a school identified for School Improvement, Corrective Action, or Restructuring. The notice must include an explanation of what the identification means, the reasons for the identification, what the school is doing to address the problems, and how parents can help.
<i>How can a school exit School Improvement status?</i>	The first year the school makes AYP, it enters a holding pattern. It does not move to the next step in the process, but it does not exit the program. During this year, the school must continue to offer the services or implement the changes mandated before it made AYP. If a school makes AYP the next year (a second consecutive year), it exits the improvement program. If, after exiting the improvement program, the school fails to make AYP for two consecutive years, it re-enters the improvement program at the beginning (School Improvement Year 1).
<i>What happened to schools previously identified for local reconstitution before NCLB?</i>	Maryland’s own accountability plan identified low-performing schools for local reconstitution before NCLB became law. A school under local reconstitution for one year as of January 8, 2002, that failed to make the 2002-03 baseline target entered the second year of School Improvement. A school under local reconstitution for two years as of January 8, 2002, that failed to make the 2002-03 baseline target entered Corrective Action. Schools under local reconstitution for three or more years as of January 8, 2002, were considered to have been in Corrective Action during the 2002-03 school year, and any of these schools that failed to meet the 2002-03 baseline target were identified for Restructuring.