

FLORIDA DEPARTMENT OF EDUCATION



**JEANINE
BLOMBERG**
*Commissioner of
Education*



K12: 2007-81
Date: June 5, 2007

Technical Assistance Paper

NCLB School Restructuring

Summary:

This guidance describes each school district's responsibility to restructure schools that have been "Schools In Need of Improvement" for four years.

Contact: Cheryl L. Sattler, Ph.D.
Cheryl.Sattler@fldoe.org
850-245-0414

Status:

- New Technical Assistance Paper
- Revises and replaces existing Technical Assistance:

Florida Department of Education
Division of K-12 Public Schools
Bureau of Student Assistance
<http://www.fldoe.org/bsa/>

Table of Contents

Background

A-1. What is school restructuring?4
A-2. What is the legal authority for school restructuring? 4
A-3. What is the specific Federal language that addresses restructuring?4
A-4. Do these requirements apply to non-Title I schools? 5
A-5. Do these requirements apply to schools that received Title I funds in school year 2006-2007, but will not receive Title I funds in 2007-2008?.....5

Requirements of School Restructuring

B-1. What action must a district take when it identifies a school for restructuring? 5
B-2. What responsibilities does a district have to parents of the children in a school that is planning for restructuring? 5
B-3. When is the “planning” year? 6
B-4. When must restructuring take place?6
B-5. Must every school required to restructure take the same actions? 6
B-6. What are the tiers?..... 6
B-7. What does “improved student achievement” mean?..... 15
B-8. What does a “proven success record” mean?..... 15
B-9. If a school missed different AYP indicators in different years, which AYP indicators must be the focus of the restructuring plan?.....15
B-10. May districts opt for a more restrictive tier than the one prescribed for a school?..... 15
B-11. What are the requirements of Assistance Plus?..... 15
B-12. Who are considered “highly effective teachers?” 18
B-13. May a district serve as an educational consultant or instructional expert to provide professional development for a restructuring school?..... 18
B-14. How are Florida’s restructuring options aligned with NCLB’s options?..... 18
B-15. Who is responsible for completing the restructuring plan?..... 18
B-16. What entity is responsible for developing and overseeing the restructuring plan for a charter school?..... 18
B-17. How is the plan submitted?.....18
B-18. When are plans due?..... 19
B-19. How is the plan reviewed?..... 19
B-20. When will plans be approved?..... 19
B-21. Who is responsible for implementing the plan?..... 19
B-22. What public notification requirements apply?..... 19
B-23. What if a district has already taken the actions outlined in the table, or substantially similar actions, for a school slated to be restructured?..... 19

School Improvement

C-1. What if a school on the “restructuring list” makes AYP in 2007? 20
C-2. Does restructuring “restart the clock” for AYP? 20
C-3. How much improvement is a restructured school expected to demonstrate?..... 20

C-4.	How does a school that is planning for restructuring or restructuring, exit restructuring status?	20
C-5.	What happens if a restructured school does not make AYP?.....	20
C-6.	If a district chooses to combine grade levels or reopen as a charter for Tiers 4 and 5 schools, will those schools be assigned a new school number?.....	20
C-7.	Do districts have the authority to enforce restructuring options in charter schools?.....	21

Resources and Assistance

D-1.	What resources are available to assist with restructuring?	21
D-2.	What assistance is available if a district wants to reconstitute a school as a charter school?	21
D-3.	Will direct technical assistance, such as school support teams, be provided from the SEA during the implementation of the chosen restructuring option?	21

BACKGROUND

A-1. What is restructuring?

Under No Child Left Behind, when a school is in *restructuring* status, the district must take intensive actions to revamp the operation and governance of that school, based on an analysis of the needs of that school and its level of progress. Restructuring means a major reorganization of a school's governance by a district that:

- Makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school;
- Has substantial promise to improve student academic achievement and enable the school to make AYP as defined by Florida's accountability system; and
- Is consistent with Florida law.

A-2. What is the legal authority for school restructuring?

School restructuring is a requirement under the No Child Left Behind Act of 2001. Section 1116(b)(8) spells out the responsibilities of the state and school districts.

A-3. What is the specific Federal language that addresses restructuring?

According to NCLB Section 1116, "the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:

- “(i) Reopening the school as a public charter school.
- “(ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
- “(iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school
- “(iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State.
- “(v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan.”

A-4. Do these requirements apply to non-Title I schools?

No.

A-5. Do these requirements apply to schools that received Title I funds in school year 2006-2007, but will not receive Title I funds in 2007-2008?

No.

REQUIREMENTS OF SCHOOL RESTRUCTURING

B-1. What action must a school district take when it identifies a school for restructuring?

When it identifies a Title I school for restructuring, a school district must:

- Continue to ensure that all students have the option to transfer to another public school in the district that is not identified for improvement, corrective action, or restructuring;
- Continue to ensure that supplemental educational services are available to eligible students; and
- Prepare a plan to implement an alternative governance system for the school.
[See ESEA §200.43(b)(1), (2), and (3).]

B-2. What responsibilities does a school district have to parents of the children in a school that is planning for restructuring?

The parental notification requirements, along with the parental involvement provisions of NCLB, encourage districts and schools to explore strategies and tools to involve parents as meaningful and effective partners in their child's education.

As noted above, when a school is slated for restructuring, the district must promptly notify parents about both what is being done to improve the school and how parents can be involved in the development of any restructuring plan. The district must provide parents and teachers an opportunity to comment before the district develops the restructuring plan or takes any restructuring actions. Parents and teachers must also be provided the opportunity to participate in the development of any restructuring plan.

Parents need to be well informed about the school's progress so they can make good decisions about their child's education. If a school does not make AYP for a fifth year, parents must be given information about the extent of the problem and the types of restructuring options the district is considering to address the needs of students in the school.

B-3. When is the “planning” year?

The year in which schools are identified as a school in need of improvement (SINI-4) is the planning year.

Year 1 – Fails to make adequate yearly progress (AYP) as measured by student achievement on the Florida Comprehensive Achievement Test (FCAT)

Year 2 – No AYP = School in need of improvement, year 1 (SINI-1)

Year 3 – No AYP = SINI 2

Year 4 – No AYP = SINI 3 (also called Corrective Action)

Year 5 – No AYP = SINI 4 (also called Planning for Restructuring)

Year 6 – No AYP = SINI 5 (also called Restructuring)

Based on their academic performance, schools do not always progress to the next level every year.

B-4. When must restructuring take place?

The year in which a school is identified as SINI-5, it must restructure.

B-5. Must every school required to restructure take the same actions?

No. Florida is using a tiered system of restructuring. The requirements for restructuring are different depending on a school’s grade and the percentage of AYP indicators missed.

B-6. What are the tiers?

The tiers are as follows:

- Tier I: Schools with a school grade of A that have met at least 90 percent of adequate yearly progress (AYP) indicators; or schools with a school grade of B that have met at least 80 percent of AYP indicators
- Tier II: Schools with a school grade of A that have met fewer than 90 percent of AYP indicators; or schools with a school grade of B that have met fewer than 80 percent of AYP indicators
- Tier III: Schools with a school grade of A or B that have met 70 percent or fewer of AYP indicators; schools with a school grade of C that have met at least 70 percent of AYP indicators; or schools with a school grade of C that have improved at least one grade level, and maintained this improvement, since SINI status began

- Tier IV: Schools with a school grade of C that have met fewer than 70 percent of AYP indicators; or schools with a school grade of C that have not improved at least one grade level, or have not maintained this improvement, since SINI status began
- Tier V: Schools with a school grade of D that have failed to meet State standards regarding AYP (“D” schools)
- Tier VI: Schools with a school grade of F that have received no more than (1) grade of F in a four-year period, and are failing to meet State standards regarding AYP (“F” schools)
- Tier VII: Schools with a school grade of F that have received more than one (1) grade of F within a four-year period, and are failing to meet State standards regarding AYP (“Repeating F” schools)

The following tables provide the choices available to schools in each restructuring tier.

Tier I: Schools with a school grade of A that have met at least 90 percent of adequate yearly progress (AYP) indicators; or schools with a school grade of B that have met at least 80 percent of AYP indicators	
<i>Choose either A or B</i>	
Federal Requirements A	State Guidance B
<p>(8) RESTRUCTURING-</p> <p>(B) ALTERNATIVE GOVERNANCE–Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:</p> <ul style="list-style-type: none"> (i) Reopening the school as a public charter school. (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress. (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school. (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State. (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause. 	<p>In area(s) the students are not meeting AYP targets, the school must enter into a contract with an entity, such as a private management company, educational consultant, or instructional expert, with a demonstrated record of effectiveness, to provide professional development to staff directly responsible for the area(s) where students are not making AYP, or to provide additional instruction to the students in these area(s).</p> <p style="text-align: center;"><u>OR</u></p> <p>Undertake any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan.</p>

Tier II: Schools with a school grade of A that have met fewer than 90 percent of AYP indicators; or schools with a school grade of B that have met fewer than 80 percent of AYP indicators

Choose either A or B

<p style="text-align: center;">Federal Requirements A</p>	<p style="text-align: center;">State Guidance B</p>
<p>(8) RESTRUCTURING- (B) ALTERNATIVE GOVERNANCE–Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:</p> <ul style="list-style-type: none"> (i) Reopening the school as a public charter school. (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress. (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school. (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State. (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause. 	<p>In area(s) the students are not meeting AYP targets, the school must enter into a contract with an entity, such as a private management company, educational consultant, or instructional expert, with a demonstrated record of effectiveness, to provide professional development to staff directly responsible for area(s) in which the greatest number or percent of students are not making AYP, or to provide additional instruction in these areas.</p> <p style="text-align: center;"><u>OR</u></p> <p>Undertake any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan.</p>

Tier III: Schools with a school grade of A or B that have met 70 percent or fewer of AYP indicators; schools with a school grade of C that have met at least 70 percent of AYP indicators; or schools with a school grade of C that have improved at least one grade level, and maintained this improvement, since SINI status began

Choose either A or B

<p style="text-align: center;">Federal Requirements A</p>	<p style="text-align: center;">State Guidance B</p>
<p>(8) RESTRUCTURING-</p> <p>(B) ALTERNATIVE GOVERNANCE–Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:</p> <ul style="list-style-type: none"> (i) Reopening the school as a public charter school. (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress. (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school. (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State. (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause. 	<p>In area(s) the students are not meeting AYP targets, the school must enter into a contract with an entity, such as a private management company, educational consultant, or instructional expert, with a demonstrated record of effectiveness, to provide professional development to staff directly responsible for area(s) in which the greatest number or percent of students are not making AYP, or to provide additional instruction in these areas.</p> <p style="text-align: center;"><u>AND</u></p> <p>Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA.</p>

Tier IV: Schools with a school **grade of C** that have met fewer than 70 percent of AYP indicators; or schools with a school **grade of C** that have not improved at least one grade level, or have not maintained this improvement, since SINI status began

Choose either A or B

<p style="text-align: center;">Federal Requirements A</p>	<p style="text-align: center;">State Guidance B</p>
<p>(8) RESTRUCTURING- (B) ALTERNATIVE GOVERNANCE–Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:</p> <ul style="list-style-type: none"> (i) Reopening the school as a public charter school. (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress. (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school. (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State. (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause. 	<p>In area(s) the students are not meeting AYP targets, the school must enter into a contract with an entity, such as a private management company, educational consultant, or instructional expert, with a demonstrated record of effectiveness, to provide professional development to staff directly responsible for area(s) in which the greatest number or percent of students are not making AYP, or to provide additional instruction in these areas.</p> <p style="text-align: center;"><u>AND</u></p> <p>Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the District.</p> <p>In addition, such schools must choose ONE OR MORE of the following actions:</p> <ul style="list-style-type: none"> i. Replace the principal with a principal who has a proven success record of leading a school with improved student achievement. ii. Replace instructional staff responsible for the area(s) in which the school is not meeting AYP targets. These decisions must be data-driven. Instructional staff hired to replace those being removed must have evidence of effectiveness in increasing student academic achievement.

Tier V: Schools with a school grade of D that have failed to meet State standards regarding AYP (“D” schools) Choose either A or B	
Federal Requirements A	State Guidance B
<p>(8) RESTRUCTURING- (B) ALTERNATIVE GOVERNANCE–Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:</p> <ul style="list-style-type: none"> (i) Reopening the school as a public charter school. (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress. (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school. (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State. (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause. 	<p>The school must enter into a contract with an entity, such as a private management company, educational consultant, or instructional expert, with a demonstrated record of effectiveness, to provide professional development to staff directly responsible for ALL area(s) in which students are not making AYP, or to provide additional instruction in ALL these areas.</p> <p style="text-align: center;"><u>AND</u></p> <p>Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school’s operations and educational program by the District.</p> <p>In addition, such schools must choose ONE or more of the following actions:</p> <ul style="list-style-type: none"> i. Replace instructional staff responsible for the area(s) in which the school is not meeting AYP targets. These decisions must be data-driven. Instructional staff hired to replace those being removed must have evidence of effectiveness in increasing student academic achievement. ii. Replace the principal with a principal who has a proven success record of leading a school with improved student achievement. iii. Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.); iv. Combine 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, etc. v. Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school. vi. Implement ALL Assistance Plus District Requirements as determined annually by the State Board of Education.

Tier VI: Schools with a school **grade of F** that have received no more than (1) grade of F in a four-year period, and are failing to meet State standards regarding AYP (“F” schools)

Choose either A or B

Federal Requirements A	State Guidance B
<p>(8) RESTRUCTURING-</p> <p>(B) ALTERNATIVE GOVERNANCE–Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:</p> <ul style="list-style-type: none"> (i) Reopening the school as a public charter school. (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress. (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school. (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State. (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause. 	<p>Enter into a contract with an entity, such as a private management company, educational consultant, or instructional expert, with a demonstrated record of effectiveness, to provide professional development to staff directly responsible for ALL area(s) in which students are not making AYP, or to provide additional instruction in ALL these areas;</p> <p>replace instructional staff responsible for the area(s) in which the school is not meeting AYP targets. These decisions must be data-driven. Instructional staff hired to replace those being removed must have evidence of effectiveness in increasing student academic achievement; and replace the principal with a principal who has a proven success record of leading a school with improved student achievement;</p> <p style="text-align: center;"><u>AND</u></p> <p>Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school’s operations and educational program by the DISTRICT.</p> <p>In addition, such schools must choose ONE OR MORE from the following options:</p> <ul style="list-style-type: none"> i. Implement ALL <i>Assistance Plus</i> District Requirements as determined annually by the State Board of Education; ii. Dissolve the school and assign students to other schools in the District; iii. Reopen the school as a public charter school. iv. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school. This entity will hire the entire school staff, including the principal.

Tier VII: Schools with a school **grade of F** that have received more than one (1) grade of F within a four-year period, and are failing to meet State standards regarding AYP (“Repeating F” schools)

Choose either A or B

<p align="center">Federal Requirements A</p>	<p align="center">State Guidance B</p>
<p>(8) RESTRUCTURING- (B) ALTERNATIVE GOVERNANCE–Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:</p> <ul style="list-style-type: none"> (i) Reopening the school as a public charter school. (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress. (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school. (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State. (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause. <p align="center"><u>AND</u></p> <p>Implement ALL <i>Assistance Plus</i> District Requirements as determined annually by the State Board of Education (required under Assistance Plus).</p>	<p>Implement ALL <i>Assistance Plus</i> District Requirements as determined annually by the State Board of Education (required under Assistance Plus).</p> <p>In addition, such schools must choose ONE OR MORE of the following actions:</p> <ul style="list-style-type: none"> i. Enter into a contract with an entity, such as a private management company, educational consultant, or instructional expert, with a demonstrated record of effectiveness, to provide professional development to staff directly responsible for ALL area(s) in which students are not making AYP, or to provide additional instruction in ALL these areas; ii. Dissolve the school and assign students to other schools in the District; iii. Reopen the school as a public charter school; iv. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school. This entity will hire the entire school staff, including the principal.

B-7. What does “improved student achievement” mean?

The chart refers to a principal who has a proven success record of leading a school with improved student achievement. This means that the principal has either led a school that has made, and sustained, 2 or more grade levels of improvement since 2002-2003 (i.e., from a D to a B), or a school that has consistently made AYP.

B-8. What does a “proven success record” mean?

The chart refers to a principal with a “proven success record.” This means simply that the principal has successfully raised student achievement at another school.

B-9. If a school misses different AYP indicators in different years, which AYP indicators must be the focus of the restructuring plan?

Districts must focus on the most frequently missed AYP indicators, affecting the greatest number and percent of students.

B-10. May districts opt for a more restrictive tier than the one prescribed for a school?

Yes. A district has the option to choose the tier into which a school falls (as described in the above chart), or a more restrictive tier.

B-11. What are the requirements of Assistance Plus?

As approved by the State Board on March 20, 2007, the requirements of Assistance Plus for the 2007-2008 school year are as follows:

District Responsibilities

1. Local school board-approved funding for school-wide interventions to each individual F school.
2. District full-time staff assigned to each school to support implementation of requirements.
3. Differentiated pay must be provided only to those teachers identified as highly effective.
4. Performance Pay Plan
5. Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided. District must document outreach to parents regarding this choice option.

6. Support school with Title I Funds, in accordance with applicable federal laws. For non-Title I schools, district must support school with district funds greater or equal to Title I funds.
7. District must report to the State Board monthly regarding progress.
8. Fully staffed entire school year
9. Implement and align school-wide reform model in feeder schools
10. Dedicated district school safety and attendance personnel

Remediation and Intervention

11. School must offer multiple strategies for struggling students, including but not limited to tutoring, credit recovery, and/or remediation. Compliance is met when a minimum of 50% of Level 1 students in math and a minimum of 50% of Level 1 students in reading participate in such opportunities. These opportunities must be delivered either:
 - During an extended school day, with transportation provided,
OR
 - In after school programs, with transportation provided.

Curriculum, Instruction, and Professional Development

12. Staff development in reading in the content area
13. School-wide staff development
14. For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by highly effective* reading endorsed teachers.
15. For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by highly effective* mathematics endorsed teachers.
16. No later than the 2008-2009 school year, all 11th grade students must be enrolled in a science class.
17. District must document faithful implementation of the approved K-12 Reading Plan.
Highly effective teachers are those for whom demonstration of effectiveness can be evidenced as measured by student learning gains.

Curriculum

18. Change the grade configuration of the school and the programs offered.
OR
Implement a school-wide reform model for ALL students.

Staffing

19. All instructional staff must reapply for their jobs, and must have evidence of being highly effective
OR
Retain those teachers with evidence of effectiveness as measured by student learning gains, and replace those for whom the data indicate ineffectiveness

Family and Community Outreach

20. Schools must have a District Community Assessment Team comprised of either:
FLDOE, Parent, Business, Educator, Community Member, Local Government representation;
OR
FLDOE, Parent, Business, Educator, Community Member, Local Government representation. A minimum of 50% of the members must be parents with at least one child in the school.

Coaching Support

21. District provides one reading coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school; and District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.
OR
District provides one coach per every 300 students, and school assigns coaches to reading, math or science as determined by student achievement data. There must be a minimum of one coach per subject area.

NOTE: All coaches must be approved by the Department.

Ninth Grade Contracts

22. School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs; and this will be a contract with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.
OR
School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs by way of a parental contract starting with the incoming ninth graders in 2007; and the contract will be for 4 years. Compliance is reached when 75% of parents sign the contract.

Leadership

23. Identification and hiring of proven educational leaders

OR

District provides justification for keeping existing principal and arranges for a mentor principal to guide existing principal.

B-12. Who are considered “highly effective teachers?”

Highly effective teachers are those for whom demonstration of effectiveness can be evidenced as measured by student learning gains.

B-13. May a district serve as an educational consultant or instructional expert to provide professional development for a restructuring school?

If it meets the definition of a “demonstrated record of effectiveness”, a district may serve as an educational consultant or instructional expert for schools in another district. It may not serve as an educational consultant or instructional expert for schools within its own boundaries.

B-14. How are Florida’s restructuring options aligned with NCLB’s options?

Florida’s restructuring options are completely aligned with NCLB. Federal law gives states discretion over which of the federal restructuring options to use.

B-15. Who is responsible for completing the restructuring plan?

The District is responsible for developing the restructuring plan, and for ensuring that it is implemented.

B-16. What entity is responsible for developing and overseeing the restructuring plan for a charter school?

The District is responsible for overseeing the restructuring process. Districts may require the charter school, its board, or any other entity to develop a draft plan. However, the District must decide if the restructuring plan is adequate prior to submitting it to FLDOE. FLDOE will accept restructuring plans only from Districts except in cases where a charter school is a single-school Local Educational Agency (LEA). Currently, there are no single-school LEAs chartered within the State of Florida.

B-17. How is the plan submitted?

The plan may be submitted on-line as part of the District Improvement and Assistance and Intervention Plan. (Items 24-27 under Restructuring must be completed.)

The link is: http://www.bsi.fsu.edu/0607_sip_template/login.aspx

B-18. When are plans due?

Plans are due July 9, 2007.

B-19. How is the plan reviewed?

The plan is reviewed by the Florida Department of Education's Bureau of School Improvement and Bureau of Student Assistance. Reviews will consider the Assistance Plus data submitted through April 26, 2007.

B-20. When will plans be approved?

Plans will be reviewed immediately upon receipt, and approved as quickly as possible.

B-21. Who is responsible for implementing the plan?

The District is responsible for implementing the approved plan.

B-22. What public notification requirements apply?

When a district identifies a school for restructuring, it must:

- Provide both parents and teachers with prompt notice of the decision;
- Provide both groups with the opportunity to comment before it takes any restructuring action; and
- Invite both teachers and parents to participate in the development of the school's restructuring plan. [ESEA§1116(b)(8)(C)]

Additional notification required for parents is similar to the notice required when a school enters corrective action. The district must notify the parents of all children enrolled in the school and explain:

- What the identification means, and how academic achievement levels at this school compare to those at other schools in the district and in the state;
- Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification;
- Their option to transfer their child to another public school in the district that is not identified for improvement, corrective action, or restructuring; and

- The supplemental educational services that are available to eligible children.

B-23. What if a district has already taken the actions outlined in the table, or substantially similar actions, for a school slated to be restructured?

Nothing in State or Federal law prevents a district from taking appropriate actions to improve a school ahead of the schedule specified in Federal law.

If the district has already taken appropriate actions for a school scheduled to be restructured, it should provide that information in the restructuring plan and should additionally note any improvements due to those actions. If the restructuring does not result in the desired improvement in student achievement after the following school year, the district must take additional restructuring actions according to the table, above.

SCHOOL IMPROVEMENT

C-1. What if a school on the “restructuring list” makes AYP in 2007?

If a school scheduled to restructure makes AYP, its status is placed “on hold.” It must continue to meet all the requirements of a school in corrective action, but is not required to restructure. If the school makes AYP for two years in a row, it exits “improvement” status.

C-2. Does restructuring “restart the clock” for AYP?

Not unless a school closes and becomes a new school. If a district chooses to close a restructuring school and reopen it as a new school, including as a charter school, and that new school has substantially different leadership and staff, that school “restarts” the AYP clock, and that school has two years to make AYP before it is subject to any sanctions. Any action short of closing and then as a new school does not restart the clock.

C-3. How much improvement is a restructured school expected to demonstrate?

A restructured school must meet the same expectations as all other schools: adequate yearly progress.

C-4. How does a school exit restructuring status?

A school exits any stage in “improvement” status the same way: by making AYP for two consecutive years.

C-5. What happens if a restructured school does not make AYP?

If a school takes the actions approved in its restructuring plan, the district must continue to implement the same restructuring plan for an additional year, after which progress will be measured and further determinations will be made.

C-6. If a district chooses to combine grade levels or reopen as a charter for Tiers 4 and 5 schools, will those schools be assigned a new school number?

New school numbers will be assigned to those schools that apply to the Department for new school numbers and that can demonstrate significant changes in leadership, staff, and school configuration equivalent to forming a new school.

C-7. Do districts have the authority to enforce restructuring options in charter schools?

Yes. Charter schools should be held to the same sanctions as all schools. Charters are performance contracts, and districts have the authority to impose and to oversee sanctions. The alternative to a charter's refusal of the district-selected sanctions would be closure.

RESOURCES AND ASSISTANCE

D-1. What resources are available to assist with restructuring?

Numerous resources are available to assist with restructuring. The following financial resources may be used for restructuring:

- Title I School Improvement Funds. The RFA for these funds, which prioritizes SINI-4 schools, was released in early February.
- Regular Title I, Part A funds may be used for restructuring, but no school's allocation may be reduced by more than 15 percent.
- Depending on the restructuring activity, other Federal program funds may be used where appropriate.

Staff in the Bureaus of School Improvement and Student Assistance are available to assist with developing restructuring plans. Districts should contact their regional coordinator directly.

D-2. What assistance is available if a district wants to reopen a school as a charter school?

If a district wishes to reconstitute a school in planned restructuring as a charter school, the Office of Public School Choice will assist it directly. Districts should contact: Steven Adams, Steven.Adams@fldoe.org or 850-245-0502.

D-3. Will direct technical assistance be provided from the SEA during the implementation of the chosen restructuring option?

Yes. The Bureau of School Improvement will be available to assist with restructuring.

