

Timeline for Implementation of School Reform in Persistently Low Performing Schools

Title I Traditional Public	Non-Title I Traditional Public	Charter Schools <i>(District and Independent)</i>	Choice Schools <i>(MPCP and RPCP)</i>
<p>Identification Year:</p> <ul style="list-style-type: none"> • In addition to 14 current SIG schools, state will identify 46 additional (<i>determination</i>) schools. • State consults with school and its district regarding the identification and its implications. • Schools will use the remaining months of the identification school year, as well as the summer to: <ul style="list-style-type: none"> ➤ Participate in the state-conducted diagnostic review. ➤ Based on findings, determine whether to implement a turnaround model or close. ➤ (<i>If implementing turnaround</i>) Identify and consult with vendors proven successful in addressing identified areas of weakness. ➤ (<i>If implementing turnaround</i>) Develop and submit school reform plans to state for review and (if necessary) revision. <p>Year One:</p> <ul style="list-style-type: none"> • Begin implementation of reform plan and targeted, state-directed interventions, focusing first on providing the training and developing the 	<p>Identification Year:</p> <ul style="list-style-type: none"> • State identifies (<i>determination</i>) schools. • State consults with school and its district regarding the identification and its implications. • Schools will use the remaining months of the identification school year, as well as the summer to: <ul style="list-style-type: none"> ➤ Participate in the state-conducted diagnostic review. ➤ Based on findings, determine whether to implement a turnaround model or close. ➤ (<i>If implementing turnaround</i>) Identify and consult with vendors proven successful in addressing identified areas of weakness. ➤ (<i>If implementing turnaround</i>) Develop and submit school reform plans to state for review and (if necessary) revision. <p>Year One:</p> <ul style="list-style-type: none"> • Begin implementation of reform plan and targeted, state-directed interventions, focusing first on providing the training and developing the systems/structures necessary to successfully implement a 	<p>Identification Year:</p> <ul style="list-style-type: none"> • State identifies (<i>determination</i>) schools. • In consultation with charter authorizer, the following actions are taken: <ul style="list-style-type: none"> ➤ Revocation of charter/closure or ➤ Another option TBD by Design Team 	<p>Identification Year:</p> <ul style="list-style-type: none"> • State identifies (<i>determination</i>) schools. • State consults with choice school operators and provides the following options: <ul style="list-style-type: none"> ➤ Discontinue participation in the choice program, or ➤ Another option TBD by Design Team

<p>systems/structures necessary to successfully implement a turnaround model.</p> <ul style="list-style-type: none"> • State begins onsite reviews to ensure that aggressive action is occurring, focusing first on ensuring that the training and systems/structures necessary for success are in place. <ul style="list-style-type: none"> ➤ As part of reviews, state monitors district to ensure that the school is fully supported in its implementation. • Beginning in winter of Year One (after systems and training have been established), begin implementing with fidelity the targeted and directed interventions. • State continues onsite and online monitoring of implementation and provides recommendations for revisions or modifications to plan based on findings. • State also analyzes fiscal reports and data on important indicators. <p>Year Two:</p> <ul style="list-style-type: none"> • School continues to move forward with implementation as described in their state-approved plan, addressing any revisions or modifications as required by the state following onsite and online reviews. • State begins aggressive monitoring of achievement data to ensure improvement is occurring while continuing other monitoring processes. • State requires directive action 	<p>turnaround model.</p> <ul style="list-style-type: none"> • State begins onsite reviews to ensure that aggressive action is occurring, focusing first on ensuring that the training and systems/structures necessary for success are in place. <ul style="list-style-type: none"> ➤ As part of reviews, state monitors district to ensure that the school is fully supported in its implementation. • Beginning in winter of Year One (after systems and training have been established), begin implementing with fidelity the targeted and directed interventions. • State continues onsite and online monitoring of implementation and provides recommendations for revisions or modifications to plan based on findings. • State also analyzes fiscal reports and data on important indicators. <p>Year Two:</p> <ul style="list-style-type: none"> • School continues to move forward with implementation as described in their state-approved plan, addressing any revisions or modifications as required by the state following onsite and online reviews. • State begins aggressive monitoring of achievement data to ensure improvement is occurring while continuing other monitoring processes. • State requires directive action related to monitoring findings. <p>Year Three:</p>		
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<p>related to monitoring findings.</p> <p>Year Three:</p> <ul style="list-style-type: none"> • School continues to move forward with implementation as described in their state-approved plan, addressing any revisions or modifications as required by the state following onsite and online reviews. • State continues aggressive monitoring of achievement data to ensure improvement is occurring while continuing other monitoring processes. • State requires directive action related to monitoring findings. • State begins recommendations for future plans for school relative to improvement or lack thereof. <p>End of Year Three:</p> <ul style="list-style-type: none"> • State begins determination cycle again and identifies 60 (<i>determination</i>) schools. • If school is identified again after three years of targeted, state-directed intervention: <ul style="list-style-type: none"> ➤ The school must close.* ➤ The school must restart as a charter school. ➤ State appoints special master to direct the activities of the school.* ➤ Another option TBD by design team 	<ul style="list-style-type: none"> • School continues to move forward with implementation as described in their state-approved plan, addressing any revisions or modifications as required by the state following onsite and online reviews. • State continues aggressive monitoring of achievement data to ensure improvement is occurring while continuing other monitoring processes. • State requires directive action related to monitoring findings. • State begins recommendations for future plans for school relative to improvement or lack thereof. <p>End of Year Three:</p> <ul style="list-style-type: none"> • State begins determination cycle again and identifies (<i>determination</i>) schools. • If school is identified again after three years of targeted, state-directed intervention: <ul style="list-style-type: none"> ➤ The school must close.* ➤ The school must restart as a charter school. ➤ State appoints special master to direct the activities of the school.* ➤ Another option TBD by design team 		
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*Requires approval of State Superintendent