

Alaska Department of Education & Early Development
NCLB Winter Conference, January 18-20, 2006

Level 4 and Level 5 Schools
NCLB Requirements Overview

Level 4 Title I School improvement sites [4 AAC 06.865, NCLB 1116(b)(7)]

- School must continue to offer choice (if available) and SES to eligible students
- School must continue to revise & submit school improvement plan
- School must continue to inform parents of AYP status & involve in creation & implementation of school improvement and corrective action plans
- District must take one of the following **corrective actions**
 - Replace the school staff who are relevant to the failure to make adequate yearly progress;
 - Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress;
 - Significantly decrease management authority at the school level;
 - Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under NCLB 1116(b);
 - Extend the school year or school day for the school; or
 - Restructure the internal organizational structure of the school.

Level 5 Title I Schools - Restructuring – Year 1 [4 AAC 06.870, NCLB 1116(b)(8)]

- School must continue to meet school improvement requirements:
 - School must continue to offer choice (if available) and SES to eligible students
 - School must continue to revise & submit school improvement plan
 - School must continue to inform parents of AYP status & involve in creation & implementation of school improvement plans
- District must provide prompt notice to teachers and parents of all schools designated as Level 5. The district must provide the teachers and parents with an adequate opportunity to:
 - 1) comment before taking any action on a plan for alternative governance; and
 - 2) participate in developing any plan for alternative governance. (1116(b)(8)(C))
- District must create a **plan for restructuring** the school using one of the following **alternative governance options**:
 1. Reopen as a public charter school;
 2. Replace all or most of the staff (which may include the principal) who are relevant to the failure to make AYP;
 3. Enter into a contract with an entity, such as a management company, with a demonstrated record of effectiveness, to operate the school;
 4. Turn over the operation of the school to the state, if the state agrees; or
 5. Any other major restructuring of a school's governance arrangement that makes

fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement and that has substantial promise of enabling the school to make AYP. (1116(b)(8)(B)(i-v))

Level 5 Restructuring – Year 2

- School must continue to meet school improvement requirements:
 - School must continue to offer choice (if available) and SES to eligible students
 - School must continue to revise & submit school improvement plan
 - School must continue to inform parents of AYP status & involve in creation & implementation of school improvement plans
- District implements the plan for alternative governance at the beginning of Year 2 (if the school does not make AYP after the first year as Level 5)

Examples of Option 5 -Any other major restructuring

Districts may propose an alternative governance option that meets the requirements of this section. Some examples of other major restructuring of a school's governance arrangement that makes fundamental reforms could include:

- Restructuring classes, school schedules, and decision-making to use Alaska Reading, Writing, and Math Grade Level Expectations (GLEs) to guide instruction. Student assessment would be aligned to the GLEs and would occur regularly and frequently. Students would be expected to show mastery (such as 85%) of the expectations for one grade level before receiving instruction at the next grade level. Professional development would be aligned to grade level expectations and appropriate instructional strategies.
- Restructuring how administrators, teachers, and students at a school operate and learn. For example, implementation of a project based learning approach based on standards and the use of regular on-going standards-based assessments. School schedules, decision-making, and professional development are aligned to and reflect new instructional strategies.
- Restructuring how decisions are made at the school by creating a School Improvement Team that would analyze data and make decisions about curriculum and instruction at the school based on the data. The team could include the principal, teacher representatives, parent representatives, and possibly community or student representatives as appropriate. The SI Team would meet regularly (at least quarterly) to review the data, student progress, and progress toward implementation of the plan. Meeting records would be kept, especially records of decisions made and actions taken. The SI Team would have final authority on school decisions affecting curriculum and instruction.

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