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TO: Members of the State Board of Education
FROM: Bernard J. Sadusky, Ed.D. *BS*
DATE: April 24, 2012
SUBJECT: Approval of Alternative Governance for School Improvement Proposals
(Restructuring Plans) for Four Prince George's County Public Schools

PURPOSE:

The purpose of this action is to approve the alternative governance (AG) proposals for the following schools: Barnaby Manor, Francis Scott Key, Thomas S. Stone Elementary schools and James Madison Middle School in Prince George's County.

BACKGROUND/HISTORICAL PERSPECTIVE:

In January 2002, President Bush signed the No Child Left Behind Act (NCLB). Section 1116 (b)(8)(B) of this Act, in conjunction with COMAR 13A.01.04.07.C(3), places requirements on local education agencies (LEAs) with schools in the five levels of school improvement – Years 1, 2, 3 (corrective action), 4 (restructuring planning), and 5 (restructuring implementation). Years 4 and 5 coincide with Maryland's Differentiated Accountability Pilot as schools are designated "Priority" Comprehensive Needs schools or "Priority" Focused Needs schools. Schools in improvement must target their efforts on content areas and on students who are in greatest need and must develop detailed improvement plans designed to strengthen each subgroup's achievement.

Year 4 Priority Comprehensive Needs and Priority Focused Needs schools are required to select an alternative governance option under NCLB. The Maryland State Department of Education (MSDE) has developed Alternative Governance for School Improvement guidelines to lead schools through this process. Schools are asked to reflect on the action steps taken while in Year 3, involve representative school stakeholders in the planning process, create a School Academic Profile outlining changes to current strategies, and conduct a proactive analysis to identify potential challenges likely to be encountered during the implementation of the Alternative Governance model.

Although this may be the last year that Alternative Governance Plans are presented to the State Board, each LEA has been diligent in developing comprehensive plans that they intend to implement even though Maryland will likely operate under its new Flexibility Plan beginning with SY2012-2013.

The four schools presenting today, in collaboration with central office officials, parents and school community stakeholders, have spent the last six months assessing school needs and preparing their Alternative Governance for School Improvement Proposals. Local Boards of Education and superintendents reviewed and approved each school's proposal prior to its submittal to the Maryland State Department of Education.

EXECUTIVE SUMMARY:

The following schools have submitted Alternative Governance for School Improvement Proposals:

Prince George's County

Barnaby Manor ES	1219	Option 1 – Replace all or most of the school staff
Francis Scott Key ES	0617	Option 1 – Replace all or most of the school staff
James Madison MS	1510	Option 1 – Replace all or most of the school staff
Thomas S. Stone ES	1706	Option 1 – Replace all or most of the school staff

In addition to selecting Option 1, each school has proposed to implement significant reforms and supporting action steps that they believe will increase student achievement and facilitate the school's exit from school improvement. Reform areas include: Reading/English and Mathematics/ Algebra Achievement. Sample action steps identified for all student subgroups include:

Prince George's County

Reading Achievement – teachers will:

- Participate in weekly collaborative planning sessions to create thematic units of study that emphasize lesson design that is inclusive of questioning strategies, small group instruction, student engagement, and authentic assessment. Create a model for examining student work and establish standard-based bulletin boards.
- Create a master schedule that supports bi-weekly collaborative planning inclusive of ESOL and Special Education Specialists where they analyze student data, engage in cross-curricular planning, and create student action plans.
- Launch a one hour weekly Intervention and Enrichment program. Honors students and students that score proficient or advanced on MSA will attend the project-based learning enrichment sessions which utilize problem solving skills and critical thinking. Students who are at basic will participate in small, fluid intervention groups. A diagnostic prescriptive model for instruction will be implemented with indicators based on results from summative and formative assessments.
- Incorporate the three tenants (holistic learning, intercultural awareness, and communication) of the Middle Years International Baccalaureate Programme (MYIB) through the creation of thematic units that will incorporate the use of supplemental texts. Teachers will complete a backwards mapping template during bi-weekly collaborative planning which identify supportive data, next steps and follow-up.

Mathematics Achievement – teachers will:

- Identify and utilize multiple sources of data (external: FAST, MSA, SRI, OLSAT, DRA and internal: chapter or unit assessments, BCRs, team generated pre and post assessments) in conjunction with our Data Wise partnership, determining internal data sources and creating school wide data capture forms in order to effectively and consistently meet student needs through the Response to Intervention (RTI) process.
- Participate in learning walks in order to observe the implementation of concepts learned from professional development activities. After each learning walk, debriefing and reflections will take place to improve teaching practices.
- Implement differentiated professional development in order to build teacher capacity to improve student achievement. Teachers and administrators will be surveyed in June and August to determine the focus of professional development. Topics of professional development will include common core, effective questioning, Response to Intervention (RTI) strategies, mathematical practices, co-teaching, effective problem solving, differentiated instruction, and giving effective feedback. The differentiated professional development will address standards and indicators that have been identified as areas of concern (i.e. basic math facts and measurement).
- Implement a new approach to special education per the MYIB. The co-teaching models will provide a foundation for combining the general and intensive education students. All students (including those currently in least restrictive environments) will receive the benefit of small group instruction utilizing the interventions and strategies from Response to Intervention (RTI). The class will have a content general educator and special education teacher who supplies the instructional strategies for special education students. Professional development by the special education coordinator and special education department will be provided quarterly after formal and informal observations.

Prince George's County Public School will monitor the implementation of these supporting Action Steps through weekly collaborative planning, accountable talk, observations/focus walks, lesson plans and student achievement data. In addition, Prince George's County Public Schools' Alternative Governance Board holds monthly meetings to monitor AG implementation, review student progress, and offer support and resources, as appropriate.

Last month, teams of local Alternative Governance Coordinators who are experts in school improvement planning and implementation, reviewed the Alternative Governance (AG) for School Improvement proposals from these four schools. As a result of the internal review, the adopted alternative governances are recommended for approval. Full copies of the four AG for School Improvement Proposals are available in the 2012 AG Binder in the Caucus Room.

ACTION:

The State Board of Education is requested to approve the Alternative Governance for School Improvement proposals for the following schools adopting Option 1 – Replace Staff:

Prince George's County

Barnaby Manor ES	1219	Option 1 – Replace all or most of the school staff
Francis Scott Key ES	0617	Option 1 – Replace all or most of the school staff
James Madison MS	1510	Option 1 – Replace all or most of the school staff
Thomas S. Stone ES	1706	Option 1 – Replace all or most of the school staff

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Maryland's Accountability System – 2011-2012 School Year

Based on the 2011 State MSA and HSA Assessments, 326 schools were identified for school improvement Years 1, 2, 3, 4 and 5+

DA	NCLB Year of School Improvement	Number of Identified Schools	All schools must follow the 2011-2012 Maryland's Differentiated Accountability (DA) Guidance Document and MSDE Guidelines for schools in Corrective Action, Restructuring Planning, and Restructuring Implementation
DEVELOPING NEEDS SCHOOLS			
DA - Differentiated Accountability Developing Needs Schools	YEAR 1 2 nd Consecutive Year Not Making AYP	144	<ul style="list-style-type: none"> ➢ Administer a School Inventory ➢ LEA technical assistance ➢ Develop a School Improvement Plan ➢ Parental notification <p>Title I schools must offer public school choice Transfer Option to ALL students in the school.</p>
	YEAR 2 3 rd Consecutive Year Not Making AYP	51	<ul style="list-style-type: none"> ➢ Continue the above services. Title I schools must continue to offer public school choice Transfer Option to ALL students in the school OR begin to offer Supplemental Educational Services to eligible students in the school.
	YEAR 3 4 th Consecutive Year Not Making AYP	29	<ul style="list-style-type: none"> ➢ Continue the above services. ➢ Conduct the Teacher Capacity Needs Assessment ➢ MUST implement at least ONE of the following options: <ol style="list-style-type: none"> 1. Provide scientifically research-based professional development that is likely to improve the academic achievement of low-performing students; 2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development; 3. Extend the length of the school year or school day; 4. Replace school staff who are deemed relevant to the school not making adequate progress; 5. Significantly decrease management authority at the school; 6. Restructure the internal organization of the school; or 7. Appoint outside experts to advise the school.
	YEAR 4 Alternative Governance (AG) Planning 5 th Consecutive Year Not Making AYP	24	<ul style="list-style-type: none"> ➢ Continue the above services. ➢ Prepare an alternative governance structure for the school that must be embedded in the school's "new two-year" school improvement plan. ➢ MUST prepare to implement at least ONE of the following alternative governance options: <ol style="list-style-type: none"> 1. Replace all or most of the school staff who are deemed relevant to the school not making adequate progress; 2. Enter into a contract with an entity, with a demonstrated record of effectiveness, to operate the school as a public school; 3. Re-open the school as a public charter school.
PRIORITY NEEDS SCHOOLS			
Priority Needs Schools	YEAR 5 AG Implementation 6 th Consecutive Year Not Making AYP	78	<ul style="list-style-type: none"> ➢ Continue the above services. ➢ The school must implement the alternative governance approved by the State Board of Education, no later than the beginning of the next school year. ➢ Report back to MSDE on Action Step and staffing progress.
DA	TOTALS	326	TOTAL NUMBER OF SCHOOLS IN IMPROVEMENT

Alternative Governance Options Available to Maryland Schools 2005 through 2012 School Years

Federal NCLB Restructuring Options	Maryland Restructuring Options	Availability of Each Option							
		20-05	20-06	20-07	20-08	20-09	20-10	20-11	20-12
1) Replace all or most of the school staff who are relevant to the failure to make AYP	Replace all or most of the school staff	A	A	A	A	A	A	A	A
2) Enter into a contract to have an outside organization with a record of effectiveness operate the school	Enter into a contract with an entity such as a private management company to operate the school (Edison in Baltimore City)	A	A	A	A	A	A	A	A
3) Reopen the school as a charter school	Reopen the school as a public charter school	A	A	A	A	A	A	A	A
The following AG Option, although available under NCLB, are no longer available in Maryland. Schools that selected these options in the past have been allowed to keep that option. If a school would like to change their AG option, the school must return to the year of corrective action and start the planning process over.									
4) Undertake any other major restructuring of the school's governance that produces fundamental reform*	4a. Have the district central office take over the principalship of the school	A	A	A	G	NA	NA	NA	NA
	4b. Appoint a school "turnaround specialist" to have limited powers over the school regarding curriculum, staff development, and decision-making processes	A	A	G	G	G	G	G	G
	4c. Close the school and reopen as a complete school of choice within the local district	A	A	NA	NA	NA	NA	NA	NA
	4d. Use an external-based reform model	A	A	G	G	G	G	G	G
	4e. Replicate the governance of a charter school	A	A	A	G	G	NA	NA	NA
	4f. Distinguished principal / New Leaders for New Schools	A	A	A	G	G	G	NA	NA
5. Blueprint for High School Reform and Derivative High Schools (Baltimore City)		A	A	G	G	G	G	G	G
6. TUPS - Towson University Partnership Schools with Baltimore City		NA	NA	NA	A	G	G	G	G
Turn operation of the school over to the state, if the state agrees ¹	Not an option in Maryland	NA	NA	NA	NA	NA	NA	NA	NA

Source: Maryland State Department of Education / DOSFSS / December 7, 2011

A - Available

NA - Not available

G - Grandfather

¹ Maryland law does not allow local school districts to turn the operation of a school over to the state.

Maryland's Accountability System

Numbers of schools identified for school improvement Years 1, 2, 3, 4 and 5+

DA*	NCLB Year of School Improvement	Results of State Tests taken at the end of the following school years				
		2011	2010	2009	2008	2007
DA – Differentiated Accountability Developing Needs Schools	YEAR 1					
	<i>2nd Consecutive Year Not Making AYP</i>	144	54	36	47	64
	YEAR 2					
	<i>3rd Consecutive Year Not Making AYP</i>	51	31	31	33	36
DA – Differentiated Accountability Priority Needs Schools	YEAR 3					
	<i>Corrective Action 4th Consecutive Year Not Making AYP</i>	29	27	25	25	28
	YEAR 4					
DA – Differentiated Accountability Priority Needs Schools	<i>Restructuring Planning 5th Consecutive Year Not Making AYP</i>	24	17	20	16	40
	YEAR 5+					
	<i>Restructuring Implementation 6+ Consecutive Years Not Making AYP</i>	78	74	88	85	65
	TOTALS # of Schools in Improvement	326	203	200	218	233
	Schools Exiting	11	26	27	41	32
	Schools in Alert	299	246	156	68	129

* Differentiated Accountability

Restructuring Planning



Fact Sheet: 2011-2012 School Year

What is restructuring?

Restructuring is a process under the federal law *No Child Left Behind* for schools failing to make adequate yearly progress (AYP) for five or more consecutive years. Restructuring requires a major reorganization of a school's governance structure.

Restructuring ...

- makes fundamental reforms to improve student academic achievement in the school;
- is significantly more rigorous and comprehensive than strategies undertaken as part of corrective action; and
- addresses the reasons why the school continues to not make AYP and facilitates the school's ability to exit school improvement as soon as possible.

How do schools in improvement progress toward alternative governance?

Under the new Differentiated Accountability Pilot adopted during the summer of 2008, schools in improvement progress toward alternative governance through two distinct pathways depending on the number of subgroups not making AYP. Comprehensive Needs schools will have failed to meet the annual measurable objective (AMO) in the "All Students" subgroup or will have failed to achieve the AMO for 3 or more subgroups. A Focused Needs school would not have achieved the AMO for less than 3 subgroups or is a 100% Special Education subgroup school.

NCLB and New Differentiated Accountability Pilot

Years Not Achieving AYP	NCLB Designation	Differentiated Accountability SCHOOL PATHWAYS	
0	Schools not in School Improvement		
1	Local Alert		
Schools in Improvement		Comprehensive Needs Schools	Focused Needs Schools
2	School Improvement Year 1	Developing Comprehensive Needs Schools	Developing Focused Needs Schools
3	School Improvement Year 2		
4	School Improvement Corrective Action		
5	School Improvement Restructuring Planning	Priority Comprehensive Needs Schools	Priority Focused Needs Schools
6	School Improvement Restructuring Implementation		
7+			

What is required when a school begins to plan to restructure?

If a school is identified as a Priority Comprehensive Needs or Priority Focused Needs school it will begin **planning for restructuring**. In collaboration with the LEA, the school must develop an Alternative Governance for School Improvement plan. All schools entering restructuring planning must have their Alternative Governance Plans approved by both their local Board of Education and the State Board of Education. If the school does not make AYP in the Restructuring Planning year, it must implement its restructuring plan no later than the start of the next school year. If a Restructuring Planning school makes AYP, they remain in "holding", and it is expected that they implement their plan.

<p><i>What is Alternative Governance (AG)?</i></p>	<p>Alternative governance is a deliberate and significant change to manage and oversee (govern) daily instructional and administrative processes within a school. Effective implementation of the selected alternative governance option and significant reform efforts with supporting action steps should increase student achievement.</p>
<p><i>What Alternative Governance options can be considered?</i></p>	<p>Maryland schools may select from the following three Alternative Governance options:</p> <ol style="list-style-type: none"> 1. Replace all or most school staff, including the principal, related to the school's failure to make AYP; 2. Contract with a private management company to operate the school; or 3. Re-open the school as a public charter school. <p>Note: Replacing the principal alone is not sufficient to constitute restructuring. The LEA may do so as long as this change is a part of a broader reform effort.</p>
<p><i>What is expected of a school that would like to change its approved AG?</i></p>	<p>The school must:</p> <ol style="list-style-type: none"> 1. Conduct and/or revisit the results of a comprehensive school needs assessments and the Teacher Capacity Needs Assessment. 2. Revalidate Reforms identified during the year of corrective action to enhance the quality of education for students, build teacher capacity, and ensure a supportive learning environment; 3. Obtain staff, parent, and community stakeholder buy-in for the proposed Alternative Governance option and Reforms. 4. Submit the alternative governance proposal for local and state board approval. 5. Embed AG Reforms within the school's improvement plan.
<p><i>What role do parents and community stakeholders have in the school improvement and Alternative Governance process?</i></p>	<p>Parents and community stakeholders should be provided opportunities to be involved in activities such as:</p> <ul style="list-style-type: none"> • Developing the school's Mission/Vision statements; • Developing the School Improvement Plan; • Building a cohesive school team; • Developing and serving on committees (e.g. parent groups that support student achievement, student well being, and teacher support); • Developing a partnership plan between the school, parents, and community; • Suggesting and choosing how parents can contribute to their child's education; • Engaging in meaningful two-way communication with school personnel; and • Considering other activities described on the Maryland Parent Resource & Information Center (PIRC) website.
<p><i>Who has the final decision in the AG Selection?</i></p>	<p>The Superintendent and the Local Board of Education have the final say as to what alternative governance option is selected and implemented. Parents', community stakeholders', teachers', and school and central office administrators' input is valuable, necessary, and taken into consideration. .</p>
<p><i>How can a school exit Alternative Governance?</i></p>	<p>A school that has implemented its alternative governance plan enters a "holding" pattern once it makes AYP. During this year, the school must continue to implement its approved alternative governance plan. 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 process as a Developing Comprehensive Needs school or a Developing Focused Needs school.</p>